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ABSTRACT

The annotated bibliography on the severaly handicapped contains approximately 100 abstracts and associated indexing information for documents selected from the computer file of the Council for Exceptional Children's Information Center and published from 1958 to 1973. It is explained that the abstracts were chosen according to criteria of availability of document of user, current applicability, information value, author reputation, and classical content. Preliminary information explains how to read the abstract (a sample abstract is included for identification of abstract parts), how to use the author and subject indexes, how to order documents through the ERIC Document Reproduction Service (EDRS), and how to order "Exceptional Child Education Abstracts" in which the abstracts were originally published. Also provided are a list of terms searched to compile the bibliography and a list of journals from which articlew were abstracted. References included treat of aspects such as evaluation, institutions, training techniques, behavior modification, and parents. (DB)

ED 090714

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SEVERELY HANDICAPPED

A Selective Bibliography

November, 1973

CEC Information Center on Exceptional Children
An ERIC Clearinghouse
The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

Exceptional Child Bibliography Series No. 649

The work presented or reported herein was performed pursuant to a grant from the Bureau of Education for the Handicapped, US Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the US Office of Education and no official endorsement by the US Office of Education should be inferred.

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The CEC Information Center on Exceptional Children

With a grant from the US Office of Education, the CEC Information Center was established at The Council for Exceptional Children to serve as a comprehensive source of information on research, instructional materials, programs, administration, teacher education, methods, curriculum, etc. for the field of special education. The Center functions as the Clearinghouse on Exceptional Children in the Educational Resources Information Centers (ERIC) program and also as a member center in the Special Education IMC/RMC Network. In addition, the CEC Center's program includes a commitment to a concentrated effort towards the development of products which will interpret research results into educational methods and practices.

How to Use This Bibliography

The *Exceptional Child Bibliography Series* was initiated by the CEC Information Center to answer the need for rapid responses to specific requests for information. The volume of information requests received by the Center is analyzed and used as a guide in preparing special topic bibliographies in the field of exceptional child education. Abstracts contained in the bibliographies are drawn from the computer file of abstracts which represents the CEC Information Center's complete holdings as of the date indicated on each bibliography.

Selective editing by Information Specialists is performed on each bibliography. From the total number of abstracts drawn from the file on a particular topic, selection is made of only those judged to best meet the following criteria: availability of the document to the user, currency, information value, author's reputation, and classical content. The number of abstracts selected to appear in a bibliography may vary from one to 100, depending on the amount of suitable information available. Updating of bibliographies as new material becomes available is accomplished when the volume of new material reaches 25 percent of presently available material on a given topic.

How to Read the Abstract

Each abstract contains three sections–bibliographic data, descriptors, and a summary of the document. The bibliographic section provides the document's identifying number (ED and/or EC), publication date, author, title, source, and availability. The descriptors indicate the subjects with which a document deals. The summary provides a comprehensive overview of the document's contents and in some cases document availability is announced here.

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Some bibliographies in *Exceptional Children Bibliography Series* contain author and/or subject indexes. In these bibliographies, readers seeking work on a specific aspect of the general topic may consult the subject index to be referred to specific abstract numbers. Abstracts dealing with several topics may be identified by finding the same abstract number under two or more subjects in the subject index.

How to Purchase Documents

Documents with an ED number and EDRS availability indicated may be purchased from the ERIC Document Reproduction Service (EDRS). For your convenience an order form is provided on the back cover of this bibliography.

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INDEXING TERMS SEARCHED

Indexing terms used to retrieve information on *Severely Handicapped* from the Center's computer file of abstracts are listed alphabetically below:

Amputees
Aphasia
Autism
Blind
Cerebral Palsy
Cleft Lip
Cleft Palate
Custodial Mentally Handicapped
Deaf
Deaf Blind
Echolalia
Epilepsy
Hospitalized Children
Mongolism
Multiply Handicapped
Neurotic Children
Psychotic Children
Schizophrenia
Suicide
Trainable Mentally Handicapped

JOURNALS USED

Abstracts of articles from the following periodicals appear in this bibliography:

Adolescence, Libra Publishers, P.O. Box 165, 391 Willets Road, Roslyn Heights, New York 11577

American Annals of the Deaf, 5034 Wisconsin Avenue, N.W., Washington, D.C. 20016

American Journal of Mental Deficiency, 49 Sheridan Avenue, Albany, New York 12210

American Journal of Occupational Therapy, 6000 Executive Boulevard, Suite 200, Rockville, Maryland 20852

American Journal of Orthopsychiatry, 1790 Broadway, New York 10019

Education and Training of the Mentally Retarded, Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091

Education of the Visually Handicapped, 1604 Spruce Street, Philadelphia, Pennsylvania 19103

Exceptional Children, Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091

Journal of Applied Behavior Analysis, Department of Human Development, University of Kansas, Lawrence, Kansas 66044

Journal of Autism and Childhood Schizophrenia, Script Publishing Company, 1511 K Street, N.W., Washington, D.C. 20005

Journal of Psychology, Journal press, 2 Commercial Street, Provincetown, Maine 02657

Journal of Rehabilitation of the Deaf, 814 Thayer Avenue, Silver Spring, Maryland 20910

Journal of Special Education, 3515 Woodhaven Road, Philadelphia, Pennsylvania 19154

Journal of Speech and Hearing Disorders, American Speech and Hearing Association, 9030 Old Georgetown Road, Washington, D.C. 20014

Mental Retardation, American Association on Mental Deficiency, 5201 Connecticut Avenue, N.W., Washington, D.C. 20015

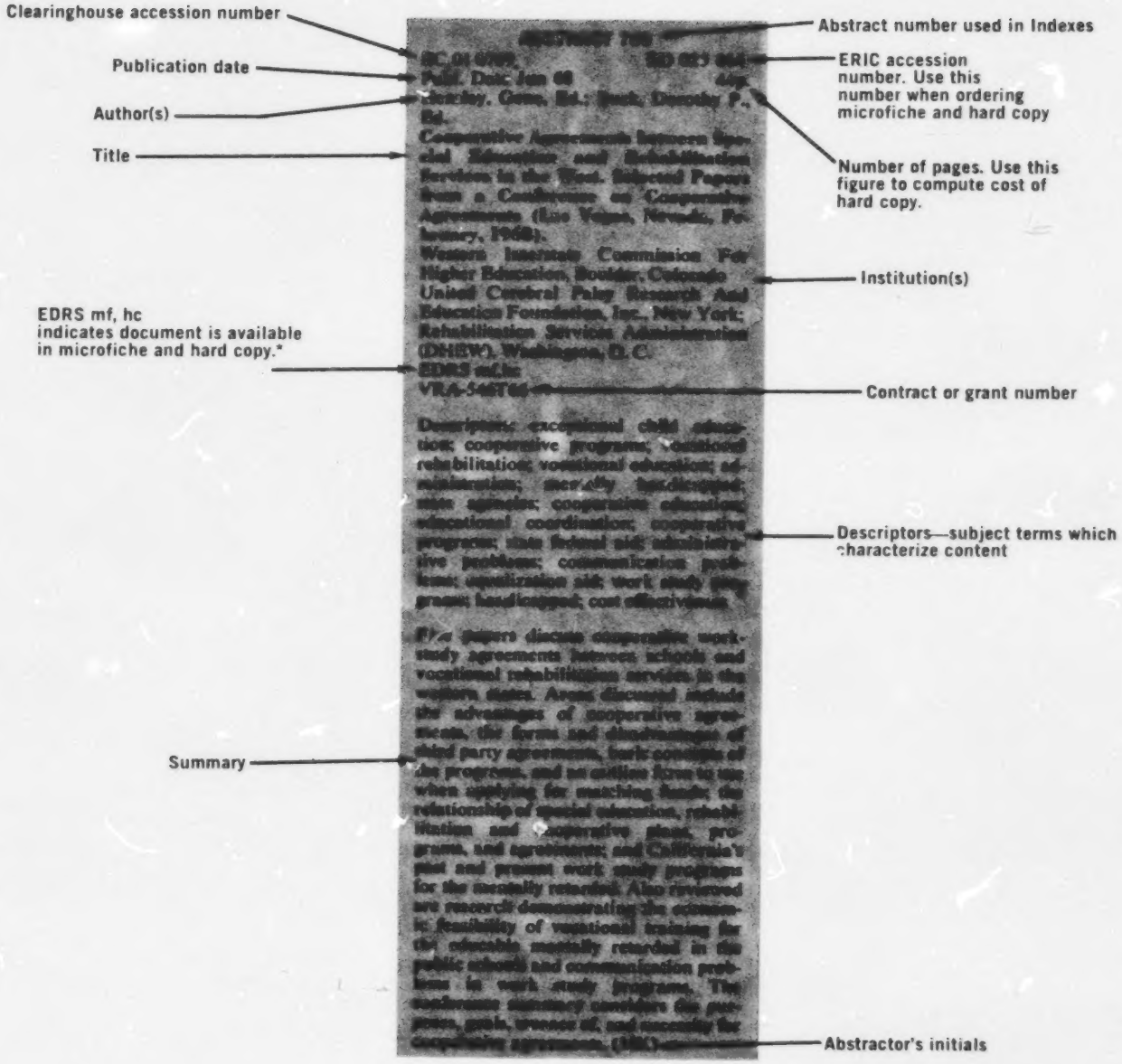
New Outlook for the Blind, 15 West 16th Street, New York, New York 10011

Teacher of the Deaf, Royal School for the Deaf, 50 Topsham Road, Exeter, Ex 2, YNF, United Kingdom

Training School Bulletin, American Institute for Mental Studies, Main Road and Landis Avenue, New Jersey 08360

The abstracts in this bibliography were selected from *Exceptional Child Education Abstracts,* Volumes I-V, No. 1.

Sample Abstract Entry



*NOTE: EDRS mf indicates microfiche reproduction only.

ABSTRACT 10058

EC 01 0058 ED 014 821
Publ. Date 28 Feb 66 31p.
Mc Cann, Cairbre
Development and Evaluation of Adaptive Communication Devices for the Severely Handicapped Child.
Crotched mt. Found., Greenfield, New Hampshire
EDRS mf,hc

Descriptors: exceptional child research; physically handicapped; communication (thought transfer); cerebral palsy; communication problems; electromechanical aids; adolescents; adults; children

A sample of 13 severely involved, cerebral palsied clients (12 children, one adult) participated in this study. Degree of neuromotor disability was determined bya scale based on activities of daily living. A psychological evaluation was made of all subjects in the study. Subjects were evaluated in their use of electronic switches connected to various output devices ranging in complexity from a simple series of lights to a specially modified electric typewriter. Successful use of these devices has implications for recreation, education, communication, and therapy. Switch controls that were developed included a joystick, a set of mercury switches mounted on a hat, a miniature joystick held between the teeth and operated by the tongue, a pneumatic control hemispherical joystick for a palmar surface control, several magnetically activated devices, and a horn button switch. Output devices included a display board with four lightbulbs, Etch-a-Sketch drawing toy strip projector and electric typewriter control device. Subjects were evaluated on time lapse between request for response and response and adequacy of response. The appendixes include activities of daily living evaluation form, information on subjects tested and photographs of the input and output devices tested. (GB)

ABSTRACT 10129

EC 01 0129 ED 016 344
Publ. Date Apr 66 134p.
Ling, Daniel
The Use of Low Frequency Residual Hearing in Profoundly Deaf Children.
McGill University, Montreal, Quebec
EDRS mf,hc

Descriptors: exceptional child research; aurally handicapped; auditory training; audiology; hearing aids; hard of hearing; deaf; audition (physiology); rehabilitation; children

In order to test the hypothesis that additional low frequency amplification would contribute significantly to the audition of speech, 12 children with low frequency residual hearing were studied, using two individual hearing aids--an experimental model with a frequency range of 80-3500 cycles per second (cps) and a standard model with a frequency range of 250-3500 cps. The subjects ranged in age from 7 to 16 years and were of average intelligence. All had hearing loss from birth in excess of 65 decibels at 500 cps and residual hearing only for low tones. Following 1 week of training in the use of the two hearing aids, six tests of audition were given and statistically analyzed using the Mann Whitney Test. The subjects audition of consonants was poor with either aid, but significantly better (.01 level) results were obtained with the experimental aid on tests designed to measure the relative audibility of voiced phonemes, audibility of syllabic structure, awareness of stress, and discrimination of vowels. Obtained from two questionnaires (analyzed by the two-tailed sign test), independent judgments of the parents also demonstrated the superiority of low frequency amplification in terms of the greater range of sounds to which their children responded, the greater distances at which they could attract their children's attention, better control of pitch in children's voices, and greater ease of communication. More general use of hearing aids of the experimental type, which amplify a wide range of sound from 80 cps upward, was recommended for auditory rehabilitation work with deaf children who have low-tone residual hearing. The reference list cites 129 items. (JB)

ABSTRACT 10424

EC 01 0424 ED 015 610
Publ. Date 67
Hatton, Daniel A.
Understanding Cerebral Palsy, A Handbook for Parents.
Erie County Crippled Children's Society, Pa.
EDRS not available

Descriptors: exceptional child education; physically handicapped; family (sociological unit); parents; cerebral palsy; parent role; parent attitudes; children; discipline; intellectual development

Written by a psychologist, this manual provides basic information about the nature of cerebral palsy and discusses feelings and reactions of parents of cerebral palsied children. Information about the brain and brain damage in relation to motor and emotional function, perception, and intelligence is presented. Attention is given to problems arising in the family's acceptance of diagnosis and attendant feelings of guilt. There is also discussion of discipline, education, and the question of institutional care for the cerebral palsied child. An appendix defines related terms. This document was published by the Erie County Crippled Children's Society, 101 East Sixth Street, Erie, Pennsylvania 16501. (SB)

ABSTRACT 11022

EC 01 1022 ED N.A.
Publ. Date Feb 67 4p.
Kimbrell, Don L. and Others
Institutional Environment Developed for Training Severely and Profoundly Retarded.
Abilene State School, Texas;
Austin State School, Texas
EDRS not available
Mental Retardation; V5 N1 P34-7 Feb 1967

Descriptors: exceptional child education; physically handicapped; family (sociological unit); parents; cerebral palsy; parent role; pareat attitudes; children; discipline; intellectual development building equipment; sanitary facilities; custodial mentally handicapped; trainable mentally handicapped; institutionalized (persons); instructional materials

The special problems of training and caring for 20 institutionalized severely mentally retarded females (ages 6 to 18) with aggressive and destructive behavior are discussed. The following special toys, developmental equipment, and training equipment to aid in establishing self feeding and toilet habits and to develop coordination are described: heavy-duty metal frame swings with wooden seats and an adjustable bar, large metal sandboxes, a simplified jungle gym, metal swimming pool, strengthened tricycles and bicycles, rocking swans; tumble tubs, staircases with deep and shallow steps, chalk and blackboards, buttoning and shoe stringing apparatus; special utensils, recessed trays, and special toilet seats. Destructible materials, such as magazines and mats, environmental changes including a thermostatically controlled climate, ropes for walking groups, and articles providing tactile, visual, auditory, and kinesthetic stimulation are also considered. (SN)

ABSTRACT 11101

EC 01 1101 ED N.A.
Publ. Date Jun 65 6p.
Gorton, Chester E.; Hollis, John H.
Redesigning a Cottage Unit for Better Programming and Research for the Severely Retarded.
Parsons State Hospital and Training Center, Kansas;
Kansas University, Lawrence, Parsons Research Project
National Institute of Mental Health, Bethesda, Maryland
EDRS not available
Mental Retardation; V3 N3 P16-21 Jun 1965

Descriptors: exceptional child research; mentally handicapped; behavior change; custodial mentally handicapped; institutionalized (persons); institutional facilities; design needs; self care skills; attendant training; perceptual motor coordination; stimulus behavior; institutional research

To meet needs evident at the state hospital and training school, a system of care, treatment, and training for the severely mentally handicapped was developed. Subjects were 18 girls, aged 6 to 12, with IQ's less than 25. The cottage unit in which the girls lived was modified from a single large room, which appeared to limit social interaction between the girls and the aides, to provide environmental structure and control. A cubicle system was designed, but later abandoned to facilitate monitoring; an operant area with three large tables was then established and found successful in keeping the subjects off medication and out of diapers. A 12-session training program was conducted for the aides in methods of observation, reinforcement, and grouping; interaction increased and personnel turnover decreased. Feeding training was also given the subjects, nine of whom did not spoon feed themselves; after 18 months, all 18 achieved self feeding. Additional progress was made in other self care skills over 3 years of the study. Studies were also conducted concerning perceptual motor skills, effects of social and nonsocial stimuli on behavior, communication behavior, social dominance, and differential responses to social stimuli. Three figures and two photographs present the architectural modifications. (JD)

ABSTRACT 11229

EC 01 122[illegible] ED 002 869
Publ. Date 59 130p.
Cain, Leo F. and Others
Study of the Effect of Special Day Training Classes for the Severely Mentally Retarded. Final Report of Phase II.
San Francisco State College, California
Office of Education (DHEW), Washington, D. C.
EDRS mf,hc
OEC-SAE-6439 CRP-416

Descriptors: exceptional child research; behavior; personality; family (sociological unit); mentally handicapped; behavior change; behavior rating scales; family relationship; educational programs; special classes; parent attitudes; social adjustment; social development; trainable mentally handicapped; interpersonal competence; institutionalized (persons); placement; public schools; institutional schools

The second phase of a three-part report on social competency and parent adaptability, this study assessed changes in the behavior of severely retarded children as a result of school attendance. The subjects were placed in an experimental group of school children and a control group of nonschool children. All the children were 5 to 12 years old and had IQ's between 25 and 55. The school children attended special classes in public schools and institutions, and the nonschool children lived either at home or in institutions. The social competency was compared between these children, and the parent adaptability was compared between parents of school children and nonschool children. Two new instruments were developed: the San Francisco Social Competency Scale and the Scale for Parent Adaptability. Information included data from interviews, home visits, family characteristics (age, education, and income), and intelligence tests. The social competency scores considered self help, initiative-responsibility, social skills, communication, and favored institutionalized children, both school and nonschool. The parent adaptability scores included motivation, empathy, flexibility and adaptability, and favored the experimental group (parents with children in school). Parents of institutional children were not graded. (GC)

ABSTRACT 11232

EC 01 1232 ED 002 979
Publ. Date 58 119p.
Cain, Leo F. and Others
Study of the Effect of Special Day Training Classes for the Severely Mentally Retarded, March 15, 1957-June 30, 1958.
San Francisco State College, California
Office of Education (DHEW), Washington, D. C.
EDRS mf,hc
OEC-SAE-6439 CRP-109

Descriptors: exceptional child research; mentally handicapped; behavior; family (sociological unit); program planning; day programs; parent attitudes; parent child relationship; institutional schools; public schools; behavior change; special classes; educational programs; social attitudes; institutional environment; trainable mentally handicapped; placement; interpersonal competence; administration; program evaluation; San Francisco Social Competency Scale; Parent Adaptability Scale

The purposes of the project were to evaluate the behavioral changes that take place within the public and institutional school populations and nonschool populations of severely retarded children, and to evaluate the changes in parent attitude and family adjustment of the parents. This report was confined to the first phase of an ongoing project and was primarily concerned with the major aspects of the planning period: the experimental rationale, the experimental design, and the development of instruments. The experimental design constituted a comparison of the social competency development of severely mentally retarded children in four settings: community school, community nonschool, institutional school, and institutional nonschool. Subjects in all of the groups aged from 6 through 12, had IQ's from approximately 25 through 55. The social competency of these children was determined at the initiation and completion of the 2-year experimental period. The parents of both community samples were interviewed during this same period in order to assess changes in parental adaptability. The two instruments developed were the San Francisco Social Competency Scale and the Parent Adaptability Scale. (GC)

ABSTRACT 11236

EC 01 1236 ED 002 980
Publ. Date 58 83p.
Dunn, Lloyd M.; Hottel, John V.
The Effectiveness of Special Day Class Training Programs for Severely (Trainable) Mentally Retarded Children.
George Peabody College for Teachers, Nashville, Tennessee
Office of Education (DHEW), Washington, D. C.
EDRS mf,hc
OEC-SAE-6425 CRP-103

Descriptors: exceptional child research; mentally handicapped; behavior; family (sociological unit); trainable mentally handicapped; placement; family relationship; day programs; self care skills; parent child relationship; behavior change; educational programs; special classes; children; behavior development; vocabulary development; intellectual development

The objective was to test the hypotheses that day class training would produce desirable changes in the behavior of the trainable mentally retarded children over and above those which result when the child remains at home and has no training in school setting, and that school placement of such children would produce desirable changes in the home adjustment of the families involved. First a picture vocabulary scale was developed to measure changes in this aspect of the development of trainable children. Then the subjects were identified, and the experimental design was carried out. In spite of some positive trends, results indicated that the children in the special classes did not make more progress in socialization, intellectual development, self care, or parent child relations than the children who remained at home. However, the special classes as operated appeared to produce greater changes in the high IQ group. Little evidence accrued to support the contention that day class training for trainable children, as presently constituted, is effective. (GC)

ABSTRACT 11411

EC 01 1411 ED N.A.
Publ. Date Jun 69 4p.
Balthazar, Earl E.; Stevens, Harvey A.
Scalar Techniques for Program Evaluation with the Severely Mentally Retarded.
International Association for the Scientific Study Of Mental Deficiency, Montpellier, France
National Institute of Mental Health (DHEW), Bethesda, Maryland;
Wisconsin State Department of Health and Social Services, Madison, Special Research Fund
EDRS not available
Mental Retardation; V7 N3 P25-8 Jun 1969
Presented at the First Congress of the International Association for the Scientific Study of Mental Deficiency, University of Montpellier, France, on September 16, 1967.

Descriptors: exceptional child research; mentally handicapped; evaluation meth-

began to improve. When subjects were allowed a change in their environment, successes were practically eliminated. Success with the program was judged incomplete. (GB)

ABSTRACT 20496

EC 02 0496 ED N.A.
Publ. Date Mar 67 5p.
Minge, M. Ronald; Ball, Thomas S.
Teaching of Self-Help Skills to Profoundly Retarded Patients.
EDRS not available
American Journal of Mental Deficiency; V71 N5 P864-8 Mar 1967

Descriptors: exceptional child research; mentally handicapped; custodial mentally handicapped; self care skills; teaching methods; operant conditioning; reinforcement; behavior change

Six profoundly retarded girls aged 8 to 15 years (IQ range 10-24) were taught self help skills by psychiatric technicians following a step-by-step program in which each task was broken down into component parts for incremental acquisition at a pace consistent with patients' abilities. Training was given for 2 months in two individual 15-minute sessions per day, and the girls' correct responses to directions were reinforced with food (they earned breakfast and lunch) and praise. Comparison of situational test results showed significant improvement in taught skills (p equals .001). The subjects had significantly higher test scores than did a group of control subjects (p equals .01). The feasibility of teaching self help skills to profoundly retarded patients was demonstrated. (LE)

ABSTRACT 20724

EC 02 0724 ED N.A.
Publ. Date 69 24p.
Pollack, Max
Suspected Early Minimal Brain Damage and Severe Psychopathology in Adolescence.
EDRS not available
Adolescence; V4 N15 P361-84 Fall 1969

Descriptors: exceptional child research; emotionally disturbed; minimally brain injured; sex differences; medical case histories; socioeconomic status; educational background; test results; institutionalized (persons); psychiatry; adolescents; schizophrenia

The study is a detailing of the history and psychological, behavioral, and EEG examinations of 12 patients (ages 15 to 25 years) hospitalized for severe psychiatric disturbances. Areas covered are sex, socioeconomic status, education, age at first hospitalization, previous diagnoses, current neurological and psychological test findings, medical history, and posthospital adjustment. The patients are conceptualized as defective, with cerebral dysfunction, deviant temperament, and cognitive development whose symptoms became exacerbated with the stresses of impending adulthood. Discussion of early minimal brain damage and adolescent psychiatric syndromes and a case study of one of the subjects are included. Tables indicate findings. (JM)

ABSTRACT 20754

EC 02 0754 ED N.A.
Publ. Date May 67 12p.
Hollis, John H.
Development of Perceptual Motor Skills in a Profoundly Retarded Child: Part I, Prosthesis.
Parsons State Hospital and Training Center, Kansas. Bureau of Child Research;
Kansas University, Lawrence
EDRS not available
NICHHD-00870-03
American Journal of Mental Deficiency; V71 N6 P941-52 May 1967

Descriptors: exceptional child research; mentally handicapped; custodial mentally handicapped; institutionalized (persons); reinforcement; operant conditioning; perceptual motor coordination; task performance; conditioned response; behavior change; Lindsley Operant Behavior Equation

To develop simple perceptual motor skills in a severely developmentally institutionalized child, operant behavioral techniques were used. The subject was an 11-year-old girl with a Vineland social quotient of 10 who exhibited no verbal behavior or changes in facial expression and for whom candy or other stimulus objects did not serve as reinforcers. Careful diet control was initiated to insure the feasibility of food as a potential reinforcer. Ogden Lindsley's operant behavioral equation was used to diagram the behavioral analysis; the four components are antecedent event (stimulus), movement (response), arrangement (contingency), and subsequent event (consequence). The operant reflex was prosthesized by building the missing components. Stimulus building accomplished by classical conditioning, response building resulting from external manipulation, and response shaping through differential reinforcement as well as contingency and consequence building comprised the operant component development procedure. The prosthetic techniques successfully taught the child to reach, contact, grasp, and hand the stimulus object to the examiner. Three subsequent experiments were successful in developing high level proficiency on Bent-wire and patterned string problems with the subject's right or left hand. Additional data are reported on the effects of contingency and consequence change and of bilateral transfer of training with the same subject. (JM)

ABSTRACT 20756

EC 02 0756 ED N.A.
Publ. Date May 67 11p.
Hollis, John H.
Development of Perceptual Motor Skills in a Profoundly Retarded Child: Part II, Consequence Change and Transfer.
Parsons State Hospital and Training Center, Kansas. Bureau of Child Research;
Kansas University, Lawrence
EDRS not available
NICHHD-00870-03
American Journal of Mental Deficiency; V71 N6 P953-63 May 1967

Descriptors: exceptional child research; mentally handicapped; custodial mentally handicapped; institutionalized (persons); reinforcement; perceptual motor coordination; transfer of training; skill development; operant conditioning; task performance; eye hand coordination; behavior change; Lindsley's Operant Behavior Equation

An 11-year-old severely retarded girl was shifted from a continuous reinforcement schedule (CRF) to a fixed ratio-40 schedule with little decrement in performance from the CRF baseline. However, satiation and lack of reinforcement resulted in a drop in the subject's performance to near zero. A second experiment tested for bilateral transfer with the four hand-eye combinations. Before training the subject had no motor skill with the left hand; results for the Bent-Wire problems showed near zero transfer from the right to left hand while skill developed with the left hand transferred better than 90% to the right hand. These experiments demonstrated that contingency and consequence change did not reduce a retarded child's perceptual motor performance and that bilateral transfer of perceptual motor skills was successful when there was an intact operant reflex in the limb. (JM)

ABSTRACT 20757

EC 02 0757 ED N.A.
Publ. Date May 67 11p.
Friedlander, Bernard Z. and Others
Automated Psychological Evaluation with Severely Retarded Institutionalized Infants.
Western Reserve University, Cleveland, Ohio. Mental Development Center
National Institute of Mental Health (DHEW), Bethesda, Maryland
EDRS not available
MH-08049; MH-01461
American Journal of Mental Deficiency; V71 N6 P909-19 May 1967

Descriptors: exceptional child research; mentally handicapped; custodial mentally handicapped; institutionalized (persons); preschool children; multiply handicapped; behavior; attention; discrimination learning; perception; feedback; evaluation methods; task performance; testing; measurement instruments; equipment; perceptual motor learning; PLAYTEST Equipment

To assess the effectiveness of an automated operant behavior play device in examining sensorimotor manifestations of attention, purposefulness, response selectivity, and adaptive behavior in severely retarded infants, two boys (ages 2.5 and 3.5) with mental ages below 10 months were studied. The boys played in a familiar play environment with an automated toy that provided controlled programs of audio-visual feedback; measured responses indicated the child's changing ability to discriminate differences and make adaptations. Manipulation of knobs on the panel of PLAYTEST Model 65-A elicited a single chime or an ascending sustained organ scale. Both subjects were unusually attentive over relatively long periods of

ods; custodial mentally handicapped; program evaluation; behavior rating scales; institutionalized (persons); self care skills; interpersonal competence

Because of the requirements imposed by comprehensive programs for severely and profoundly retarded individuals, the Central Wisconsin Colony Scales of Adaptive Behavior were developed. Present findings relate to the mean reliability coefficients of the profile score categories obtained from the Scales as they apply to an ambulant, severely retarded, residential population. Additional findings are concerned with interrater reliability studies and with data provided by a concurrent validity study. In general, the preliminary statistical data were quite consistent and supportive. Further studies are concerned with current investigations of the metric properties of the Scales. (Author)

ABSTRACT 11621

EC 01 1621 ED N.A.
Publ. Date Aug 67 5p.
Hollis, John H.; Gorton, Chester E.
Training Severely and Profoundly Developmentally Retarded Children.
EDRS not available
Mental Retardation; V5 N4 P20-4 Aug 1967

Descriptors: exceptional child research; mentally handicapped; custodial mentally handicapped; reinforcement; psychomotor skills; prostheses; research reviews (publications); operant conditioning; social reinforcement; self care skills

Research applicable to the training of severely retarded children (IQ under 25) is surveyed. Studies on behavior modification are discussed, covering prosthetic training, perceptual motor skills, operant imitation, social reinforcement, and adversive stimulation. Research on self care skills treats feeding training, toilet training, and behavioral engineering. It is concluded that realistic operational procedures are now available. A bibliography lists 52 references. (Author/JD)

ABSTRACT 11865

EC 01 1865 ED N.A.
Publ. Date Jan 68 8p.
Tizard, Barbara
Observations of Over-Active Imbecile Children in Controlled and Uncontrolled Environments, I. Classroom Studies.
EDRS not available
American Journal of Mental Deficiency; V72 N4 P540-7 Jan 1968

Descriptors: exceptional child research; mentally handicapped; hyperactivity; behavior rating scales; identification; custodial mentally handicapped; mongolism

Two groups of severely subnormal institutionalized children, ages 8 to 10, IQ's around 20, were observed during free play. The first group consisted of nine children rated by teachers and nurses as very overactive; the second group, which served as controls, consisted of 11 rated not overactive. The overactive children moved about significantly more often than the control children but were not rebuked more often nor did they receive more attention from their teachers; they were not more aggressive than the control children, but they made significantly fewer friendly contacts. The classical hyperkinetic syndrome was not seen, rather the overactive children showed a wide range of personality. There was some evidence that they had suffered brain damage of a kind different from that found in the control group. (Author/LE)

ABSTRACT 12094

EC 01 2094 ED N.A.
Publ. Date Jul 69 18p.
Gardner, William I.
Use of Punishment Procedures with the Severely Retarded: A Review.
EDRS not available
American Journal of Mental Deficiency; V74 N1 P85-103 Jul 1969

Descriptors: exceptional child research; mentally handicapped; reinforcement; custodial mentally handicapped; negative reinforcement; research reviews (publications); behavior change; behavior problems; electrical stimuli

Behavior treatment procedures involving aversive consequences have been used with increased frequency in work with the severely and profoundly retarded. Review of these punishment studies suggests a cautious conclusion that such procedures may produce desirable behavior change. In addition, there is some evidence that side effects of negative emotional states and disruption of social relationships are not necessary results of punishment techniques. (Author)

ABSTRACT 20014

EC 02 0014 ED 016 339
Publ. Date Feb 67 136p.
Crosson, James E.; DeJung, John E.
The Experimental Analysis of Vocational Behavior in Severely Retarded Males.
Oregon University, Eugene; Fairview Hospital and Training Center, Salem, Oregon
EDRS mf,hc
OEG-32-47-0230-6024
BR-6-8066

Descriptors: exceptional child research; mentally handicapped; vocational rehabilitation; reinforcement; trainable mentally handicapped; custodial mentally handicapped; residential schools; operant conditioning; positive reinforcement; learning characteristics; activity learning; job training

Working from a population of severely and profoundly retarded residential school patients, an attempt was made to devise an experimental program for training subjects on selected workshop tasks. Task analysis was employed to describe the respective vocational environments and to specify behavioral requirements. Training programs based upon the Skinnerian principles of shaping, operant discrimination, and chaining of responses were then developed. A preliminary study was conducted to determine the response acquisition characteristics of a random sample of 10 subjects. The data suggested that the acquisition of complex chains of over 100 discrete behaviors was reflected in positively accelerated exponential curves. A second study was conducted to test the effects of two reinforcement procedures on the maintenance of the acquired chains, employing two groups of 11 randomly selected subjects. The control group was exposed to relatively low but constant levels of social reinforcement. The experimental group received extrinsic (token) reinforcers delivered in accordance with prescribed schedules. The results suggested that scheduled extrinsic reinforcement maintained higher and more stable rates of vocational behavior than essentially non-contingent social reinforcement. (AA)

ABSTRACT 20096

EC 02 0096 ED N.A.
Publ. Date Sep 69 3p.
Webb, Ruth C.
Sensory-Motor Training of the Profoundly Retarded.
EDRS not available
American Journal of Mental Deficiency; V74 N2 P283-95 Sept 1969

Descriptors: exceptional child research; mentally handicapped; sensory training; institutionalized (persons); custodial mentally handicapped; minimally brain injured; behavior problems; behavior rating scales; perceptual motor learning; AAMP Index

Thirty-two profoundly retarded and institutionalized children with encephalopathy were given sensory-motor training for 5 to 10 months. Training techniques to develop motor reactions to sensory stimulation are outlined. Clinical analysis of changes between pre- and post-treatment behavior tended to be more meaningful than the statistical comparison. This is attributed to the dissimilarity between measuring instruments used. A tentative theory underlying the application of these sensory-motor techniques to the profoundly retarded is presented as a point of departure for future theory formulations. (Author)

ABSTRACT 20113

EC 02 0113 ED N.A.
Publ. Date Dec 65 3p.
Baumeister, Alfred; Klosowski, Raymond
An Attempt to Group Toilet Train Severely Retarded Patients.
EDRS not available
Mental Retardation; V3 N6 P24-6 Dec 1965

Descriptors: exceptional child research; mentally handicapped; custodial mentally handicapped; reinforcement; behavior change; institutionalized (persons); attendant training

Group toilet training was given to 40 profoundly retarded males, aged 10 to 25. Attendants received instruction in the project and in reinforcement principles. Subjects were reinforced with food or other appropriate items. The training lasted 70 days. By the fifth day, behavior

Office of Education (DHEW), Washington, D. C.
EDRS mf,hc
PR-3

Descriptors: exceptional child research; emotionally disturbed; autism; behavior change; reinforcement, rewards, motivation; social reinforcement; negative reinforcement; positive reinforcement; reinforcers; behavior theories; behavior problems; habit formation; therapeutic environment; psychotic children; withdrawal tendencies (psychology); operant conditioning; case studies (education)

A description of the Social Exchange Laboratory's work with autistic children is presented. The laboratory's philosophy of the exchange theory of autism, seen as a set of habitual response patterns maintained and intensified by exchanges which are inadvertently structured by others in the child's environment, is set forth with characteristics, examples, patterns and therapy considerations for the autistic child included. Exchange therapeutic procedures which reverse or replace the fundamental autistic habit patterns are developed around seven stages; food is initially used as a powerful reinforcer as the child progresses through them. The procedures and reports of these techniques as used in laboratory are expanded and described with case histories, therapist procedures and exchanges between the therapist, child and parent. (WW)

ABSTRACT 22194

EC 02 2194 ED 037 846
Publ. Date 68 94p.
Stevens, Mildred
Observing Children Who are Severely Subnormal: An Approach to Their Education.
EDRS not available
Williams and Wilkins Company, 428 East Preston Street, Baltimore, Maryland 21202 ($5.50).

Descriptors: exceptional child education; mentally handicapped; observation; classroom observation techniques; trainable mentally handicapped; evaluation techniques; recordkeeping; educational diagnosis

The text discusses the needs and benefits of observation of severely mentally handicapped children for planning their educational programs. Attention is given to observing and responding, methods of observation, where to observe the young and older child, special situations for observation, individual teaching and observation, and records of observation. Also detailed are the role of the supervisor, and examples and procedures for cumulative record cards. Situations, techniques, and case studies are provided as guides throughout. (JM)

ABSTRACT 22265

EC 02 2265 ED N.A.
Publ. Date Apr 70 5p.
Nawas, M. Mike; Braun, Stephen H.
The Use of Operant Techniques for Modifying the Behavior of the Severely and Profoundly Retarded: Part I. Introduction and Initial Phase.
EDRS not available
Mental Retardation; V8 N2 P2-6 Apr 1970

Descriptors: exceptional child education; mentally handicapped; behavior change; operant conditioning; training techniques; trainable mentally handicapped; custodial mentally handicapped; program descriptions

The first of a series of three papers, the article presented in this issue outlines the initial phases of an operant program and the fundamental steps which must be taken to enhance the viability of the program. Papers II and III, which will appear in successive issues, will deal respectively with the application of the specific operant techniques and with the means available for the maintenance, in the absence of concrete reinforcement, of the acquired behaviors. (Author)

ABSTRACT 22502

EC 02 2502 ED N.A.
Publ. Date Jun 70 7p.
Nawas, M. Mike; Braun, Stephen H.
The Use of Operant Techniques for Modifying the Behavior of the Severely and Profoundly Retarded: Part II: The Techniques.
EDRS not available
Mental Retardation; V8 N3 P18-24 Jun 1970

Descriptors: exceptional child education; mentally handicapped; behavior change; reinforcement; custodial mentally handicapped; operant conditioning

The second part of the series of three papers on operant techniques, which are the major behavior modification group of procedures, discusses with illustrative research the various operant techniques for increasing the frequency of appropriate behavior and those used for decreasing the frequency of maladaptive or undesirable behaviors. Specifically, the following techniques are discussed: positive reinforcement, avoidance and escape procedures, imitation, extinction, punishment, and time-out. Various parameters of reinforcement, including schedules, amount, and timing, are also discussed. Attention is called to the shortcomings of certain techniques. (Author)

ABSTRACT 22507

EC 02 2507 ED N.A.
Publ. Date Jun 70 3p.
Levine, Martin N.; Elliott, Charles B.
Toilet Training for Profoundly Retarded with a Limited Staff.
EDRS not available
Mental Retardation; V8 N3 P48-50 Jun 1970

Descriptors: exceptional child research; mentally handicapped; behavior change; custodial mentally handicapped; reinforcement; toilet training

One hundred and three profound retardates were toilet trained with limited staff in a ten-week program. Training was facilitated by a ten-hour course in practical applications of behavior modification preceding the project and increased attention by supervisors and professional staff during the project. After the program, a marked reduction of soiled linen and a significant decrease in the frequency of accidental defecations were noted. (Author)

ABSTRACT 22728

EC 02 2728 ED 039 670
Publ. Date 69 18p.
Fait, Hollis F., Ed.
Curriculum Guide for Teaching Physical Education to the Profoundly and Severely Retarded.
Mansfield Training School, Mansfield Depot, Connecticut, Department of Physical Education
EDRS mf,hc

Descriptors: exceptional child education; physical education; mentally handicapped; curriculum guides; trainable mentally handicapped; custodial mentally handicapped; physical activities; teaching methods; physical fitness; tests; student evaluation

For use with the profoundly and severely retarded, the guide to physical education curriculum describes methods and techniques, objectives, and core activities. The following are also considered, supplementary activities for the hyperactive and emotionally disturbed; suggestions for the teacher; and evaluation, including records, motor skills tests, and behavior rating scales. (JD)

ABSTRACT 22853

EC 02 2853 ED N.A.
Publ. Date 70 61p.
Guldager, Virginia
Body Image and the Severely Handicapped Rubella Child. Perkins Publication No. 27.
EDRS not available
Perkins School for the Blind, Watertown, Massachusetts 02172 ($2.00).

Descriptors: exceptional child education; multiply handicapped; aurally handicapped; visually handicapped; preschool children; rubella; body image; self concept; evaluation techniques; measurement instruments; preschool programs; literature reviews

A scale to determine the level of body image development as manifested by imitation and object concept in multiply handicapped rubella children is presented. Results of evaluation of four children with the scale are outlined. Activities suitable for children functioning at various levels determined by the scale are suggested. Also included is a review of literature dealing with body image and self concept. (MS)

ABSTRACT 22980

EC 02 2980 ED N.A.
Publ. Date Sum 70 6p.
Graziano, Anthony M.
A Group Treatment Approach to Multiple Problem Behaviors of Autisitc Children.
EDRS not available
Exceptional Children; V36 N10 P765-70 Sum 1970

time to the toy, acquired and maintained patterns of selective activity, and successfully adapted this selective activity to changing conditions. Two other subjects made too few responses for analysis. Conclusions were that PLAYTEST procedures offer advantages in evaluating sensorimotor abilities in severely handicapped infants and young children. (JM)

ABSTRACT 21128

EC 02 1128 ED N.A.
Publ. Date Nov 69 8p.
Balthazar, Earl E.; English, George E.
A System for the Social Classification of the More Severely Mentally Retarded.
EDRS not available
American Journal of Mental Deficiency; V74 N3 P361-8 Nov 1969

Descriptors: exceptional child research; mentally handicapped; classification; behavior rating scales; institutionalized (persons); custodial mentally handicapped; psychometrics; social development; behavior patterns

This study is a continuation of earlier investigations (Balthazar & English, 1968a, 1968b; Balthazar, Roseen, & English, 1968). Subjects were 288 institutionalized, ambulant, severely and profoundly mentally retarded individuals. Standardized procedures for the direct observation, rating, and scoring of social behaviors were obtained from the Central Wisconsin Colony Scales of Adaptive Behavior. Previous investigations have been concerned with the determination of the factor structure of ward behaviors. The present study describes a methodology for classifying individual behaviors and for grouping subjects on the basis of the factor scales. Two major groups and 12 subgroups emerged from this investigation. Results are discussed in terms of a system for incorporating the behavioral aspects of the AAMD classification on a rank-order basis. (Author)

ABSTRACT 21244

EC 02 1244 ED 002 783
Publ. Date 15 Dec 61 195p.
Hudson, Margaret
Identification and Evaluation of Methods for Teaching Severely Mentally Retarded (Trainable) Children.
George Peabody College for Teachers, Nashville, Tennessee
Office of Education (DHEW), Washington, D. C.
EDRS mf,hc
OEC-SAE-6462 CRP-155

Descriptors: exceptional child research; mentally handicapped; teaching methods; classroom techniques; trainable mentally handicapped; classroom environment; teacher evaluation; effective teaching; teaching methods; Tennessee

The objectives of this study were to identify, describe, and categorize specific methods being utilized by teachers of trainable children in Tennessee; to identify teachers using the various techniques; to develop a preliminary rating scale of teacher competency; to determine whether a relationship exists between methods being used and other relevant variables; and to establish a hypotheses for controlled research on teaching methodology. Teaching methods were identified and categorized through type and observation recordings. Subsequent cluster analysis suggested seven problem areas in teaching trainable children: individual and group control, motivating the children to start and continue working, building a sense of personal worth in the children, structuring or guiding the learning, encouraging cooperative interpersonal interaction, providing for a mind-set or attention, and drawing from the children as opposed to pouring in. Further study of the patterning of teacher techniques was recommended, to clarify problem areas in teaching and to study whether the seven clusters defined in this study exist in other types of classes. Further investigation is needed to discover which teaching techniques would produce the best results in each of the problem areas. (GC)

ABSTRACT 21517

EC 02 1517 ED N.A.
Publ. Date 67 97p.
Penny, Ruthanna
Substitute Parents: Training the Profoundly Retarded Patient for Return to the Community.
EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703.

Descriptors: exceptional child services; mentally handicapped; custodial mentally handicapped; trainable mentally handicapped; institutionalized (persons); training techniques; self care skills; nurses; attendants; case studies; communication (thought transfer); nonverbal communication

Profoundly and moderately retarded children are the focus of a discussion of training techniques for nursing personnel or others assuming the responsibility of care. The author believes that most severely retarded persons can learn self care and may be able to return to their own or to foster homes. An introduction provides training goals and methods, scheduling suggestions, and examples of rewards. The one-to-one relationship of an 8 year old institutionalized nonverbal boy and a psychiatric technician is described as he gradually began to talk and was eventually discharged. A project involving six females from 18 to 38 (IQs 20 to 60) is reported through excerpts form small group interaction meetings. Profound retardation accompanied by physical handicaps is considered as are communication in therapy and suggestions for training prospective foster parents. (RJ)

ABSTRACT 21579

EC 02 1579 ED N.A.
Publ. Date Feb 70 2p.
Musick, James K.; Luckey, Robert E.
Program Profiles: A Token Economy for Moderately and Severely Retarded.
EDRS not available
Mental Retardation; V8 N1 P35-6 Feb 1970

Descriptors: exceptional child education; mentally handicapped; behavior change; program descriptions; operant conditioning; positive reinforcement; institutionalized (persons); trainable mentally handicapped; custodial mentally handicapped

To improve the behavior of those moderately and severely retarded no longer attending classes, a token economy was established at Denton State School. Good behavior was rewarded with social and recreational privileges. Prior to the one-year study, residents frequently complained of illness and exhibited unruly behavior. At its conclusion, students occupied their time constructively, performing chores, attending to personal grooming, and cooperating with superiors. Undesirable behavior and reports of sickness had decreased. Employees gained new respect for their charges and were eager to provide them with enjoyable activities. (Author)

ABSTRACT 21772

EC 02 1772 ED 035 151
Publ. Date 69 249p.
Easson, William M.
The Severely Disturbed Adolescent; Inpatient, Residential, and Hospital Treatment.
EDRS not available
International Universities Press, Inc., 239 Park Avenue South, New York, New Ygrk 10003 ($6.50).

Descriptors: exceptional child services; emotionally disturbed; residential care; psychotherapy; adolescents; neurotic children; drug therapy; staff role; emotional problems; family relationship; emotional adjustment; psychosis; emotional development

The text is an attempt to clarify specific indications for hospital treatment and to highlight the type of adolescent disturbance that might be helped in an inpatient therapeutic environment. Chapters discuss the prescription of residential treatment, the therapeutic facilities of a residential unit for disturbed adolescents, the continued diagnostic process in residential treatment, the principles of residential treatment, and the prescription of psychotherapy for the disturbed adolescent. Also discussed are the use of medication, the neurotic adolescent in the inpatient setting, ego defects and developmental arrest, severe conscience defects, the psychotic adolescent, and the goals and results of residential treatment. (RJ)

ABSTRACT 21989

EC 02 1989 ED 036 002
Publ. Date 67 101p.
Hamblin, Robert L., and Others
Structured Exchange and Childhood Learning: The Severely Retarded Child. Activity 12.
Central Midwestern Regional Educational Laboratory, Inc., St. Ann, Missouri

EDRS not available
Charles C. Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($7.25).

Descriptors: trainable mentally handicapped; prevocational education; job training; adults; vocational rehabilitation; manuals; mentally handicapped

Described is an Occupational Activities Training Program, designed to develop prevocational skills of severely mentally handicapped adults. The program procedures are explained and case histories of students in the program presented. Various types of occupational activities (preskills) to assist the severely retarded adult in preparing for limited employment in a sheltered workshop are described. Photographs of tools and materials used accompany the text. Assemblies of the Occupational Activities Workshop are detailed (materials needed, procedure, and common errors). (KW)

ABSTRACT 30414

EC 03 0414 ED N.A.
Publ. Date Sep 70 17p.
Sarno, Martha Taylor and Others
Speech Therapy and Language Recovery in Severe Aphasia.
EDRS not available
Journal of Speech and Hearing Research; V13 N3 P607-23 Sep 1970

Descriptors: exceptional child research; speech handicapped; aphasia; speech therapy; adults; programed instruction; language tests; language skills; audiovisual materials

This study was designed to investigate whether speech therapy enhances language recovery in severe aphasia and whether or not the method of speech therapy used affects recovery if it occurs. Thirty-one post CVA, severe expressive-receptive aphasics were assigned to one of three groups: programed instruction, nonprogramed instruction, and no treatment. All groups were comparable with respect to age, duration of symptoms, sex distribution, and education. Patients were initially tested to establish their level of functional language skills and ability to perform the terminal behaviors to be taught. Patients in the treatment groups received up to 40 hours of therapy. Posttests were administered individually after each terminal behavior was taught. All posttests were readministered at the termination of treatment and again one month after termination to determine the degree to which a behavior had been retained. There were no significant differences in outcome under the three treatment conditions. Results strongly suggest that current speech therapy does not modify verbal behavior in this population. A more realistic approach to the overall rehabilitation management of the severe aphasic, and more careful selection of patients who will receive speech therapy is suggested. (Author)

ABSTRACT 30477

EC 03 0477 ED N.A.
Publ. Date Oct 70 4p.
Tuttle, Dean W.
Shifting Gears for Multi-Handicapped Blind Children.
EDRS not available
Education of the Visually Handicapped; V2 N3 P76-9 Oct 1970

Descriptors: exceptional child education; multiply handicapped; blind; educational objectives; educational needs; program planning; curriculum development

Concerning the education of the multihandicapped blind child, the following considerations are noted: the development of personal relationships, the awareness of individual differences, positive reinforcement of desired behavior, and utilization of community resources in the classroom. Emphases on programing for multihandicapped blind children include focusing on the horizontal aspects of curriculum, balancing the program, planning and clarifying objectives, and innovative evaluation of results. Additional aspects stressed are the totality of the child's experiences, realistic expectations, sharing and exchanging ideas, the uniqueness of each child, activity learning, long range commitments and goals, and research. (RD)

ABSTRACT 31396

EC 03 1396 ED 046 200
Publ. Date 71 213p.
Buddenhagen, Ronald G.
Establishing Vocal Verbalizations in Mute Mongoloid Children.
EDRS not available
Research Press Company, 2612 North Mattis Street, Champaign, Illinois 61820 ($9.95).

Descriptors: exceptional child education; mongolism; institutionalized (persons); behavior change; verbal operant conditioning; mentally handicapped; voice disorders; mutism

Behavior modification as an attack upon the problem of mutism in mongoloid children establishes the basis of the text. Case histories of four children in a state institution present the specific strategy of speech therapy using verbal conditioning. Imitation and attending behavior, verbal chaining, phonetic theory, social reinforcement, deprivation, and punishment are all examined in relation to the four subjects. The etiology of mutism among institutionalized mongoloid children is dealt with in a separate section. A glossary of phonetic symbols and terminology conclude the text. (CD)

ABSTRACT 31468

EC 03 1468 ED 046 203
Publ. Date 70 29p.
Bialac, Verda, Comp.
The Severely and Profoundly Retarded: A Bibliography.
Washington State Library, Olympia
EDRS mf,hc

Descriptors: exceptional child education; trainable mentally handicapped; custodial mentally handicapped; bibliographies; mongolism; services; educational programs; training techniques; institutions; residential care; child care; child development

The bibliography lists references to literature on the profoundly and severely mentally retarded as an aid for people working with this level of retardate. Medical literature is not included. Citations are listed under one of the 15 following categories: broad aspects, community programs, conditioning, education, institutional services and residential hall programs, language and speech and hearing, mental processes and psychodiagnostics, parents and family, physical development, planning and legislation, professional services, recreation, self-help and practical skills, social and emotional development, and vocational habilitation and rehabilitation. (KW)

ABSTRACT 31636

EC 03 1636 ED N.A.
Publ. Date Feb 71 5p.
Paul, Howard A.; Miller, Joel R.
Reduction of Extreme Deviant Behaviors in a Severely Retarded Girl.
EDRS not available
Training School Bulletin; V67 N4 P193-7 Feb 1971

Descriptors: exceptional child research, custodial mentally handicapped; behavior change; positive reinforcement; training techniques; mentally handicapped; time out procedure

A 12-year-old girl who displayed many negative behaviors such as hand biting, chin hitting, disrobing, smearing feces, breaking objects, spitting, etc., was given a treatment program using behavior modification techniques. A combination of reinforcing positive behaviors and using a time out procedure was effective in reducing the deviant behaviors and in shaping more adaptive behaviors. Twenty therapy sessions conducted over a two month period, were sufficient to produce noticeable changes in behavior. Carry over was reported by personnel in cottage and school areas. (Author)

ABSTRACT 31640

EC 03 1640 ED N.A.
Publ. Date Feb 71 8p.
Payne, James S.
Prevalence Survey of Severely Mentally Retarded in Wyandotte County, Kansas.
EDRS not available
Training School Bulletin; V67 N4 P220-7 Feb 1971
Based on A Masters Thesis at the University of Kansas.

Descriptors: exceptional child research; trainable mentally handicapped; custodial mentally handicapped; incidence; population distribution; surveys; mentally handicapped; Kansas

A prevalence survey was conducted in Wyandotte County, Kansas to determine the extent of severe mental retardation. Severely mentally retarded individuals were defined as persons whose intelligence quotients were 50 and below. The prevalence and incidence rates of the Wyandotte County Study were compared with similar studies and the results indicated a somewhat higher rate of incidence of severly mentally retarded in Wyandotte County, Kansas. (Author)

Descriptors: exceptional child research; autism; behavior change; group experience; emotionally disturbed

A small group of severely autistic children involved in an exploratory project to determine whether such psychotic children, who had resisted all previous treatment, could be significantly helped. The various steps in the program of reinforcement of adaptive behaviors are described. Results after four years show that severely psychotic children can learn complex, cooperative, social behavior, academic achievement, and self control, and that they can be taught to use language. Major autistic characteristics of aloneness and preservation of sameness or severely aggressive and destructive behavior were no longer displayed. It is concluded that nonprofessionals (high school graduates) can be trained in behavioral approaches and can function competently as therapists for children in a behavior modification group program. (KW)

ABSTRACT 23350

EC 02 3350 ED N.A.
Publ. Date Mar 68 9p.
Graham, Milton D.
Multiply Impaired Children: An Experimental Severity Rating Scale.
EDRS not available
New Outlook for the Blind; V62 N3 P73-81 Mar 1968

Descriptors: exceptional child research; visually handicapped; multiply handicapped; rating scales; teaching load; educational planning; teacher distribution; Oregon Severity Rating Scale for Multiply-Impaired Children (ORS)

A Severity Rating Scale for multiply handicapped children was devised in the following way: starting with the premise that one average teacher can handle ten normal blind children, it can be stated quantitatively that blindness has a numerical value of six and therefore that one average teacher can handle a teaching load of sixty points. Placing weighted numerical scores on all other impairments and disabilities in terms of severity yields a table which will give individual scores for multiply handicapped children. A modified scale to reduce difference of interpretation by raters includes classifications or tests of functional vision, functional hearing, functional CA vs. academic level of achievement, functional intelligence, functional emotional abilities, speech problems, cerebral palsy, brain damage, epilepsy, and mobility. The scale was used to estimate the academic loads for two successful residential schools for the blind and the computed need for teachers coincided closely with the actual number of teachers. (LE)

ABSTRACT 23418

EC 02 3418 ED N.A.
Publ. Date Aug 70 5p.
Treffry, Doug and Others
Operant Conditioning of Grooming Behavior of Severely Retarded Girls.
EDRS not available
Mental Retardation; V8 N4 P29-33 Aug 1970

Descriptors: exceptional child research; custodial mentally handicapped; operant conditioning; conditioned response; self care skills; educational methods; females; hygiene; behavior modification

A program was developed so that the regular nursing staff, during their normal, daily routine, could effectively teach severely mentally handicapped girls to wash and dry their hands and faces. The task was broken into twelve steps and each step was taught using positive reinforcement, fading, and time-out punishment. At the start of the program, none of the girls could perform the steps without some physical guidance. By the ninth week, seven of the eleven subjects could perform the tasks without any physical guidance. The value of publishing procedural reports is discussed. (Author)

ABSTRACT 23423

EC 02 3423 ED N.A.
Publ. Date Aug 70 8p.
Nawas, M. Mike; Braun, Stephen H.
An Overview of Behavior Modification with the Severely and Profoundly Retarded: Part III, Maintenance of Change and Epilogue.
EDRS not available
Mental Retardation; V8 N4 P4-11 Aug 1970

Descriptors: exceptional child education; custodial mentally handicapped; behavior change; operant conditioning; conditioned response; educational methods; behavior; reinforcement; mentally handicapped; self control

In this last installment of a series of three papers on operant techniques, the major behavior modification group of procedures, the authors discuss the methods available for building up the individual's repertoire of adaptive and complex behaviors. Also discussed are how the specific behaviors acquired can be maintained, how they take their proper place within the context of ongoing activities, and how they become self-sustaining and no longer in need of the concrete reinforcement which shaped them. Finally, future directions in research, application, and public attitudes toward the use of operant techniques are discussed. (Author)

ABSTRACT 23572

EC 02 3572 ED 042 305
Publ. Date 69 113p.
Rhodes, Leanne and Others
A Language Stimulation and Reading Program for Severely Retarded Mongoloid Children: A Descriptive Report. California Mental Health Research Monograph No. 11.
California State Department of Mental Hygiene, Sacramento, Bureau of Research
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; mongolism; language development; institutional environment; enrichment programs; language skills; language instruction; reading instruction; intellectual development; program descriptions

A longitudinal research study of the growth and development of 10 severely mentally handicapped mongoloid (Down's Syndrome) children reared together in a state hospital was conducted. They were tested regularly on the same scales, providing comprehensive histories of mental, psychomotor, and physical growth. When comparison with similar children reared at home emphasized the declining developmental patterns of the institutionalized group, an environmental stimulation program (eventually including reading) was designed to overcome their relative retardation. Intensive language stimulation training was the focal point. Described are means used to make the environment more stimulating, better structure daily routine, and motivate staff. Initial language stimulation and articulation training is outlined, including modifications made as the program progressed. Aspects of reading training and instruction are summarized. Findings thus far show improvement in articulation, greater expressive use of language, more extensive receptive language, significant increase in intellectual ability, and ability to read and enjoy simple books. Asocial behaviors have almost disappeared and destructive, random, or stereotyped acts have decreased. (KW)

ABSTRACT 30085

EC 03 0085 ED N.A.
Publ. Date Sep 70 8p.
Alterman, Arthur I.
Language and the Education of Children with Early Profound Deafness.
EDRS not available
American Annals of the Deaf; V115 N5 P514-21 Sep 1970

Descriptors: exceptional child education; aurally handicapped; language; manual communication; sign language; finger spelling; oral communication; deaf; communication (thought transfer)

It is suggested that sign language as a natural language for the prelingually and profoundly deaf has potential value in promoting the education of such persons. Arguments for primary reliance on oral language and rejection of sign language are examined and considered inadequate. Oralist conclusions rejected are that oral skills are needed for adjustment to a hearing society, that sign language's differentness makes learning oral language more difficult, that sign language's inferior nature degrades the child's capacity to learn complex language, that early exposure of the child to parental speech is beneficial, and that fingerspelling can aid in learning oral language. A distinction is made between fingerspelling and signing. Justification for sign communication is offered. (KW)

ABSTRACT 30359

EC 03 0359 ED N.A.
Publ. Date 69 107p.
Zaetz, Jay L.
Occupational Activities Training Manual for Severely Retarded Adults.

ia; language handicaps; language ability; neurology

Standardized language tests of 78 stroke patients with chronic aphasia indicated the following: all four language components were impaired in all 78 aphasics; the severity of comprehension defect generally reflected the severity of overall language impairment; in hemiplegics and nonhemiplegics, writing was more severely impaired than speech, comprehension, and reading; severity of language defects increased with advancing age; residual language functions in highly educated aphasics were greater than those in less educated aphasics; left-handed adults are less likely than dextrals to sustain chronic aphasia as a result of cerebrovascular lesions; patterns of associated language defects did not coincide with the traditional dichotomy of Broca's motor aphasia versus Wernicke's sensory and conduction aphasia as originally described. Marked impairment in visual ideational, spatial, and memory functions characteristics of deficits resulting from right posterior lesions was associated with severe comprehension defects. Since the same finding was consistently reported in several earlier studies, the results suggest that cerebrovascular lesions resulting in chronic aphasia involve the nondominant as well as the left hemisphere more frequently than is commonly believed, and that the nondominant hemisphere plays a significant role in auditory comprehension and in recovery of language functions in aphasia. (Author)

ABSTRACT 32294

EC 03 2294 ED N.A.
Publ. Date 71 134p.
D'Amelio, Dan
Severely Retarded Children: Wider Horizons.
EDRS not available
Charles E. Merrill Publishing Company, 1300 Alum Creek Drive, Columbus, Ohio 43216 ($4.95).

Descriptors: exceptional child education; trainable mentally handicapped; academic ability; curriculum design; teaching methods; basic reading; handwriting; mathematics; motor development; industrial arts; mentally handicapped; scouting

Presented is a curriculum for severely retarded children (IQ less than 50) which involves both basic academic learnings and social accomplishments. The manual suggests that, using special teaching methods and breaking learning experiences into smaller units, many trainable retarded children (TMR) can learn fundamentals of reading, writing, and arithmetic. A discussion of such a child's potential consists of a description of the author's experience teaching TMR children. Of nine children who participated in academic work for a 2-24 month period, six made substantial progress in academic skills, suggesting that TMR children can do at least first grade academic work. Goals, specific teaching techniques, and learning activities are indicated for the academic skills of reading, writing, and arithmetic. Also presented are two units to encourage motor development: scouting and shop. The units are intended to supplement, not supplant, present programs of motor development. The activities of the scouting unit emphasize gross motor skills, while the shop unit activities for developing eye-hand coordination and hand and arm strength emphasize finer motor skills. (KW)

ABSTRACT 32418

EC 03 2418 ED N.A.
Publ. Date Jun 71 7p.
Stewart, Larry G.
Problems of Severely Handicapped Deaf: Implications for Educational Programs.
EDRS not available
American Annals of the Deaf; V116 N3 P362-8 Jun 1971

Descriptors: aurally handicapped; multiply handicapped; rehabilitation; deaf; adults; communication problems; behavior problems; Hot Springs Project

A study of multiply handicapped deaf adults at the Hot Springs project revealed that communication inadequacies and behavioral problems were central obstacles to rehabilitation. Despite average intelligence and an 11 year average of prior schooling, the subjects progressed slowly at the center and experienced an extremely high attrition rate (55%). Special staff training was fundamental to success with the population, as well as relatively flexible standards for student conduct and in-depth services such as personal adjustment training, counseling, and work adjustment training. The findings were felt to suggest a need for increased attempts at preschool education for young deaf children, parent education and counseling, strengthening dormitory programs in elementary and secondary schools, stronger counseling and guidance programs, and greater involvement in total education from teachers. Total communication was viewed as one possible solution to the communication problems, when initiated at an early age and used by parents and teachers. A special rehabilitation facility for severely handicapped deaf people was felt to fill the need for appropriate training and adjustment following secondary school. Such a center, staffed by competent and dedicated personnel, should, the author felt, be able to make significant progress in efforts to educate and rehabilitate this population segment. (Author)

ABSTRACT 32673

EC 03 2673 ED N.A.
Publ. Date Jul 71 7p.
Cleland, Charles C. and Others
Dominance-Submission in Profoundly Retarded Male Subjects Under Conditions of Strong Motivation.
EDRS not available
Journal of Psychology; V78 N2 P185-9 Jul 1971

Descriptors: custodial mentally handicapped; aggression; behavior patterns; behavior theories; arousal patterns; stimulus behavior; adults; research projects; mentally handicapped

Simulated aggressive approaches were made toward 26 profoundly mentally retarded adult males in order to assess the arousal potential of this type of nonverbal social stimulation and to determine whether submissive or dominant (aggressive) behaviors occur in the subjects. Each subject was approached both aggressively (rapidly and in a threatening manner) and nonaggressively (in a friendly manner) by two Es in a dormitory dayroom, while a third E observed unobtrusively. Twenty-four subjects responded to aggression with behaviors that were clearly dominant or submissive in nature. Among the 13 who were first approached aggressively, 11 exhibited submissive gestures and 2 exhibited dominant gestures. Among the 13 subjects first approached nonaggressively, 10 exhibited submissive, 1 exhibited dominant, and 2 exhibited no reactions other than to look. The technique was shown to be capable of eliciting a consistent behavior pattern from the generally unresponsive, lethargic subjects. It was concluded that results supported the ethological rather than the incongruity-dissonance hypothesis of motivated behavior. (KW)

ABSTRACT 32822

EC 03 2822 ED N.A.
Publ. Date Apr 71 6p.
Daniel, Hal J., III; Alston, Paul P.
Vocational Rehabilitation Counselor's Rankings of the Relative Severity of Profound Hearing Loss.
EDRS not available
Journal of Rehabilitation of the Deaf; V4 N4 P47-52 Apr 1971

Descriptors: aurally handicapped; counselor role; vocational rehabilitation; exceptional child research; deaf; adjustment (to environment); counselor evaluation

The variation in the severity of the handicap when the profoundly deaf individual was required to function in vocational, social, or educational areas was investigated. The assessment of perceived handicapped was made by having vocational rehabilitation counselors rank nine disabling conditions according to severity of the handicap on the vocational, educational, and social areas of functioning. Of the 150 randomly selected vocational rehabilitation counselors in North Carolina who were sent the questionnaire, 81 responded. It was noted that the counselors apparently felt that a profoundly deaf individual faced a relatively severe handicap in the educational and social areas but not in the vocational area of functioning. It was concluded that rehabilitation counselors perceived significant differences in the severity of handicap imposed by deafness. (CD)

ABSTRACT 32869

EC 03 2869 ED N.A.
Publ. Date May 71 5p.
Auxter, David
Motor Skill Development in the Profoundly Retarded.
EDRS not available

ABSTRACT 31709

EC 03 1709 ED N.A.
Publ. Date Jan 71 12p.
Baker, Bruce L.; Ward, Michael H.
Reinforcement Therapy for Behavior Problems in Severely Retarded Children.
EDRS not available
American Journal of Orthopsychiatry; V41 N1 P124-35 Jan 1971

Descriptors: exceptional child research; custodial mentally handicapped; behavior change; behavior problems; reinforcement; milieu therapy; mentally handicapped

Six severely retarded children (IQ below 25) were treated in a small home-like living unit. The project emphasized the total milieu use of reinforcement techniques by regular attendants trained as therapists, and the behavioral measurement of both target children and matched ward controls. Treatment was generally effective, with less success obtained for retarded children who also presented psychotic behavior. (Author)

ABSTRACT 31760

EC 03 1760 ED N.A.
Publ. Date 59 112p.
Farber, Bernard
Effects of a Severely Mentally Retarded Child on Family Integration.
EDRS not available
Kraus Reprint Company, 16 East 46th Street, New York, New York 10017 ($4.00).

Descriptors: exceptional child research; trainable mentally handicapped; family (sociological unit); siblings; family characteristics; marital instability; group unity; socioeconomic status; age differences; sex differences; social relations; religious differences; institutionalized (persons)

To investigate how various conditions concerning a trainable mentally retarded child (IQ less than 50) and his family influence the effects of the retarded child on family integration, parents of 240 such children were interviewed. Instruments and questions pertaining to independent variables were age and sex of retarded child, social status, a modified Vineland Scale, retarded child at home or in an institution, religious preference and frequency of attendance, frequency of seeing wife's mother and husband's mother, neighborliness scale, frequency of seeing friends, and parents' activity in formal organizations. Each of these variables was related to the dependent variables of marital integration and sibling role tension. It was concluded that the results presented important considerations in deciding upon institutionalization for a child, in that age, sex, and dependence of the retarded child in combination with the presence of normal siblings and the social status and religion of the family were shown to determine the impact of the presence of the retarded child on the family. (Author/KW)

ABSTRACT 31812

EC 03 1812 ED N.A.
Publ. Date 71 324p.
Bradley, Betty Hunt and Others
Teaching Moderately and Severely Retarded Children: A Diagnostic Approach.
EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($14.75).

Descriptors: exceptional child education; trainable mentally handicapped; teaching methods; diagnostic teaching; educational philosophy; instructional materials; mentally handicapped

The teaching of moderately and severely retarded children is discussed by a child psychiatrist and two psychologists, with emphasis on collaborative team work of professionals from related disciplines. Schools of thought related to methods for meeting learning disabilities are outlined in the first section. The second section presents the development of the normal child as well as a discussion of the pathology and treatment of the mentally retarded child. The educational section focuses upon specific teaching methods, academic subjects, and practical considerations of teacher preparation, scheduling, and evaluation. An extensive chapter on resources describes and evaluates more than 450 different materials and devices in terms of their usefulness in the classroom. Sources are indicated. The listing covers reading readiness materials, numbers, and general teaching aids. (KW)

ABSTRACT 31879

EC 03 1879 ED N.A.
Publ. Date Mar 71 7p.
Husted, J. and Others
The Psychological Evaluation of Profoundly Retarded Children with the Use of Concrete Reinforcers.
EDRS not available
Journal of Psychology; V77 N2 P173-9 Mar 1971

Descriptors: exceptional child research; mentally handicapped; custodial mentally handicapped; intelligence tests; infant behavior; reinforcers; Cattell Infant Intelligence Scale

To investigate the hypothesis that the lack of predictive validity in infant intelligence tests is due in part to the tasks not being sufficient to sustain the child's interest or motivation in the test, 40 custodial mentally handicapped were tested with one of two types of the Cattell Infant Intelligence Scale. Twenty two of the children received candy as a concrete reinforcer in place of the regular test material. It was noted that the children who received the modified Cattell scored significantly higher in both mental age and IQ. It was the opinion of the investigators that the influence of the candy was to increase motivation, consistency of response and to give the tester a clearer picture of the cognitive structure of the child being evaluated. (CD)

ABSTRACT 32149

EC 03 2149 ED N.A.
Publ. Date 70 45p.
Stephen, Elspeth, Ed.
Residential Care for the Mentally Retarded.
EDRS not available
Pergamon Press, Inc., Maxwell House, Fairview Park, Elmsford, New York 10523.
Proceedings of A Symposium (Middlesex Hospital Medical School, November 28, 1968).

Descriptors: exceptional child services; mentally handicapped; custodial mentally handicapped; residential care; institutions; foreign countries; Great Britain

Three papers dealing with residential care for the mentally retarded in England describe current studies related to analysis of the determinants of patterns of care, and to factors which influence its quality. The first paper, concerned mainly with the need for residential care for the severely subnormal, presents findings from a survey in the south of England on the size and nature of the problem of residential care for such persons. Described are major functions of residential care, how needs can be met, and the necessity of evaluating different forms of care. Data are also presented on the quality of care in residential institutions. The second paper treats the care of the custodial mentally retarded (IQ less than 20), including a description of their behavior. In the third paper, the author offers some personal observations on the present state of residential care as he finds it in practice as a consultant psychiatrist in both hospital and local health authority domains. (KW)

ABSTRACT 32253

EC 03 2253 ED N.A.
Publ. Date Feb 71 2p.
Swartz, Jon D. and Others
Time Capsules for Research in Profound Retardation.
EDRS not available
Mental Retardation; V9 N1 P29-30 Feb 1971

Descriptors: custodial mentally handicapped; records (forms); audiovisual aids; mentally handicapped; institutionalized (persons); medical case histories; equipment utilization; tape recordings; video tape recordings

The authors note that current technological capabilities plus unforseen developments along technical lines suggest that medical records may be seriously inadequate where the custodial mentally handicapped are the focal concern. The article suggests a modification utilizing video and audio material which, the authors feel, have immediate training potential and even greater potential use for researchers of the future. (Author/CD)

ABSTRACT 32282

EC 03 2282 ED N.A.
Publ. Date May 71 41p.
Smith, Aaron
Objective Indices of Severity of Chronic Aphasia in Stroke Patients.
EDRS not available
Journal of Speech and Hearing Disorders; V36 N2 P167-207 May 1971

Descriptors: learning disabilities; aphas-

the respondent ranking of seven areas, in order of descending importance, according to the need for instructional materials, communication skills, self concept formation, sensory development, motor skills, cognitive processes, self care and daily living skills, and mobility and pre-mobility skills. Also listed were suggestions of the most beneficial materials for each of the instructional areas, suggested characteristics of needed materials, and suggestions of instructional materials which need to be developed. (CB)

ABSTRACT 40145

EC 04 0145 ED 055 381
Publ. Date Sep 71 20p
Blumberg, Allen
The Training of Parents of Profoundly and Severely Mentally Retarded Children in Handling Behavior at Home
West Virginia University, Nitro, Kanawha Valley Graduate Center
Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; trainable mentally handicapped; parent role; self care skills; operant conditioning; mentally handicapped; behavior change; demonstration projects; parent education; training techniques

Described is a project in which parents of profoundly and severely mentally retarded children were taught techniques of operant conditioning to be used in training their children in self help skills such as feeding, toileting, and dressing, with the end goal of reducing the anxiety level of parents. Involved were 25 parents whose children were on the waiting list for admission to the Colin Anderson Center, a West Virginia state institution for the retarded. After a 3-day workshop on the fundamentals of operant conditioning, parents kept progress recordings of their daily work at home training their child in a particular self help skill for 1 month on the same or another skill. With investigator of the project to discuss the training and to have filmed the parent's demonstration of how they taught their children. Following evaluation of the filmed technique, parents returned home to work with their child for another month on the same or another skill With the help of films made of parent demonstrations after the second month, parents recognized the progress which they and their children had made. Included in the report are five unedited parental descriptions of how they trained their child on dressing and toilet training skills. (KW)

ABSTRACT 40267

EC 04 0267 ED N.A.
Publ. Date 71 118p.
Stevens, Mildred
The Educational Needs of Severely Subnormal Children.
EDRS not available
Williams and Wilkins Company, 428 East Preston Street, Baltimore, Maryland 21202.

Descriptors: exceptional child education; trainable mentally handicapped; mentally handicapped; teaching methods; educational needs; teacher role; program planning; class activities

Addressed to teachers of severely mentally retarded children, the book suggests practical methods and activities which can be used by such teachers. Examined in detail are the following educational needs, or essentials for educational development, of severely retarded children: to be known as a person, to have freedom of movement and activities in a structured environment, to receive praise, to have an immediate response to interests and language, to have opportunities for play and a varied and stimulating program of activities, and to have planned systematic individual teaching by the same good teacher over a long period of time. Teaching methods described are based on teacher understanding of a developmental approach to education and depend on the teacher's knowledge of normal child development and application of this knowledge to the severely retarded. Following the examination of the needs of the children in terms of activities which they might experience, the second part of the book concerns itself with the teacher's role in satisfying further needs. Personal and emotional qualities needed by the teacher are described. Discussed are planning an interesting and dynamic educational program, with several examples of daily schedules presented, and the planning for systematic individual teaching as part of each child's weekly program. (KW)

ABSTRACT 40279

EC 04 0279 ED N.A.
Publ. Date 71 6p.
Waylett, Janet; Barber, Lois
Upper Extremity Bracing of the Severely Athetoid Mental Retardate.
EDRS not available
American Journal of Occupational Therapy; V25 N8 P402-7 Nov-Dec 1971

Descriptors: exceptional child education; multiply handicapped; mentally handicapped; cerebral palsy; institutionalized (persons); prostheses; physical therapy; muscular strength; self care skills; program descriptions

The major content of the paper is the description of an upper extremity bracing program begun at Pacific State Hospital, California, in October 1968 under the direction of Janet Waylett, O.T.R. The aim of the bracing program is to attempt, through bracing, to improve the upper extremity control of severely athetoid, mentally retarded children in an institutional setting. Functional goals of the bracing program are partial self-feeding and possibly limited communication (communication board, typewriter). Close assessment of the continually developing bracing techniques at Rancho Los Amigos Hospital suggests that upper extremity bracing of the cerebral palsied athetoid children can succeed with patients at Pacific State Hospital. (Author)

ABSTRACT 40289

EC 04 0289 ED N.A.
Publ. Date Nov 71 8p.
Husted, John R. and Others
The Effectiveness of Time-Out in Reducing Maladaptive Behavior of Autistic and Retarded Children.
EDRS not available
Journal of Psychology; V79 N2 P189-96 Nov 1971

Descriptors: exceptional child research; multiply handicapped; mentally handicapped; custodial mentally handicapped; emotionally disturbed; autism; behavior change; operant conditioning; positive reinforcement; aggression; behavior patterns

Four custodial mentally handicapped girls, three of whom displayed obvious autistic behaviors, participated in 14 months of behavior change therapy with time-out from positive reinforcement as the basic procedure. Project goals were stated as reduction of self aggression, reduction of aggression toward others, and reduction of running from living unit. Frequency of undesired behavior patterns was reduced by 98% in the four girls during therapy, but no success was found in generalizing from therapy to everyday behavior patterns. (CB)

ABSTRACT 40290

EC 04 0290 ED N.A.
Publ. Date Nov 71 13p.
Lyle, Charles Elmer; Thomas, Sally Baskin
Influence of Age, Sex, and IQ Differences on Behavior of Profound Retardates as Measured by the Rating Scale Technique.
EDRS not available
Journal of Psychology; V79 N2 P243-55 Nov 1971

Descriptors: exceptional child research; mentally handicapped; custodial mentally handicapped; institutionalized (persons); behavior patterns; behavior rating scales; self care skills

Behavior patterns of 80 male and 74 female custodial mentally handicapped, ambulatory, institutional residents were studied by means of a behavior rating scale administered by ward personnel. The scale was designed to evaluate subject's degree of self-sufficiency in toileting, grooming, feeding, communication, recreation, and socialization. Data concerning Ss (age range of 10 to 29 years) were distributed within a factorial design with sex, age, and IQ as independent variables, and total score on rating scale as dependent variable. Results indicated that chronological age and IQ were significant in affecting the Ss' behavior, and sex factors were found to be unimportant. The rating scale used was appended. (CB)

ABSTRACT 40766

EC 04 0766 ED 057 532
Publ. Date Jun 70 60p.
Kaariainen, Risto
The Factor Structure of Intellectual Abilities and Signal Sight Vocabulary

Training School Bulletin; V68 N1 P5-9 May 1971

Descriptors: exceptional child education; custodial mentally handicapped; motor development; program descriptions; mentally handicapped

Described is a Gross Motor Development Program implemented with a group of 12 profoundly retarded nonambulatory persons between the ages of 12 and 30 years and with mental ages of between 6 and 18 months, for the purpose of enabling them to more adequately cope with their physical environment. Goals of the program were to increase range of motion in contracted joints, develop extensor muscle groups which resist gravitational forces, provide for quantities of proprioceptive stimulation through movement, and develop integrative function of joints for purposive movement. Candy, social approval, and aversive consequences were used to motivate and elicit responses. In all cases, gains were made in at least one aspect of the program. It was concluded that, with the specification of objectives toward which a staff could work, the profoundly mentally retarded can benefit from a directive purposive motor development program and improve motor function. (Author/KW)

ABSTRACT 32904

EC 03 2904 ED N.A.
Publ. Date Aug 71 9p.
Stark, Rachel E.
The Use of Real-Time Visual Displays of Speech in the Training of a Profoundly Deaf, Nonspeaking Child: A Case Report.
EDRS not available
Journal of Speech and Hearing Disorders; V36 N3 P397-409 Aug 1971

Descriptors: exceptional child research; aurally handicapped; speech improvement; deaf; visible speech; speech therapy; visual stimuli; expressive language

Real-time amplitude contour and spectral displays were used in teaching speech production skills to a profoundly deaf, nonspeaking boy. This child had a visual attention problem, a behavioral problem, and a poor academic record. In individual instruction, he was first taught to produce features of speech, for example, friction, nasal, and stop, which are present in vocalizations of 6- to 9-month-old infants, and then to combine these features in syllables and words. He made progress in speech, although sign language and finger spelling were taught at the same time. Speech production skills were retained after instruction was terminated. The results suggest that deaf children are able to extract information about the features of speech from visual displays, and that a developmental sequence should be followed as far as possible in teaching speech production skills to them. (Author)

ABSTRACT 32955

EC 03 2955 ED N.A.
Publ. Date Jun 71 3p.
Groves, Ivor D.; Carroccio, Dennis F.
A Self-Feeding Program for the Severely and Profoundly Retarded.
EDRS not available
Mental Retardation; V9 N3 P10-2 Jun 1971

Descriptors: mentally handicapped; operant conditioning; eating habits; self care skills; exceptional child research; trainable mentally handicapped; custodial mentally handicapped; behavior change

A program for teaching trainable and custodial mentally handicapped persons to eat with a spoon is described. Operant conditioning techniques were used to increase the appropriate use of spoons during meal periods. In addition, the inappropriate behaviors of food stealing and hand feeding were decreased. Results indicated that all residents learned to use their spoons properly. Attitudes of the nursing staff towards the residents were noted to have improved and ward efficiency was shown to have increased. (Author/CD)

ABSTRACT 32957

EC 03 2957 ED N.A.
Publ. Date Jun 71 3p.
Whitman, Thomas L., and Others
Reducing Hyperactive Behavior in a Severely Retarded Child.
EDRS not available
Mental Retardation; V9 N3 P17-9 Jun 1971

Descriptors: exceptional child research; trainable mentally handicapped; behavior change; hyperactivity; mentally handicapped; reinforcement

A procedure for controlling the hyperactive behavior of a severely retarded child was investigated. During a 4-week training period, reinforcement was administered contingent upon the occurrence of a sitting response which was incompatible with continuous nonadaptive locomotive behaviors displayed by the child. A 3-week followup indicated a substantial improvement in the child's general sitting behavior. During this 5-day posttreatment period, the subject remained sitting for an average time of about five and one-half minutes in comparison with one minute during the 5-day pretreatment period. (Author)

ABSTRACT 32960

EC 03 2960 ED N.A.
Publ. Date Jun 71 5p.
Martin, Garry L., and Others
Operant Conditioning in Dressing Behavior of Severely Retarded Girls.
EDRS not available
Mental Retardation; V9 N3 P27-31 Jun 1971

Descriptors: trainable mentally handicapped; behavior change; self care skills; exceptional child research; mentally handicapped; operant conditioning; females

The article discusses results of procedures used to teach self-dressing to trainable mentally handicapped girls. Eleven girls, aged 7 to 20 years, were entered into the operant conditioning program. Such procedures as putting on a sweater, lacing and tying shoes, and putting on underwear were broken down into steps and administered one at a time. Social reinforcement and token reinforcement were used to stimulate behavior. Improved performance of subjects was noted as generalizing to the ward situation. (CD)

ABSTRACT 33014

EC 03 3014 ED N.A.
Publ. Date 71 168p.
Balthazar, Earl E.
Balthazar Scales of Adaptive Behavior for the Profoundly and Severely Mentally Retarded: Section 1, Parts 1-4.
EDRS not available
Research Press Company, 2612 North Mattis Avenue, Champaign, Illinois 61820 ($7.25 Set).

Descriptors: exceptional child research; mentally handicapped; trainable mentally handicapped; custodial mentally handicapped; behavior rating scales; self care skills; skill analysis; institutionalized (persons); staff role; guidelines

Designed to yield objective and standardized measures of behavior based on actual observations, the Balthazar Scales of Adaptive Behavior (BSAB) measure, rank, order, and classify the self-care behaviors of eating, dressing, and toileting in the profoundly and severely mentally handicapped. The BSAB may be used to design or develop behavioral programs, to measure and evaluate ongoing or independently developed programs, to group subjects for classification purposes, and in research. The BSAB instructional material consists of the Professional Supervisor's Handbook, the Rater Technician's Handbook, the Program Scoring Forms, and the Workshop and Training Manual. Raters of behavior are chosen from existing institutional staff and can be trained in a few days following directions in the Rater Technician's Handbook. The Program Scoring Forms are designed to remain in the permanent file of each patient so that progress can be ascertained. The Workshop and Training Manual furnishes means to identify and explore unfamiliar points in BSAB administration. (CB)

ABSTRACT 40051

EC 04 0051 ED N.A.
Publ. Date Oct 71 4p.
Leach, Fay
Out of the Classroom: Multiply Handicapped Visually Impaired Children: Instructional Materials Needs.
EDRS not available
Exceptional Children; V38 N2 P153-6 Oct 1971

Descriptors: exceptional child research; multiply handicapped; visually handicapped; instructional materials; educational needs; surveys; motor development; sensory training; cognitive development; daily living skills

A survey of instructional materials needs of multiply handicapped visually impaired (MHVI) children was conducted. Results were based on data describing 3,443 MHVI children in 159 organizations. Key characteristics of MHVI children were summarized. Following was

handicapped; spatial relationship; aggression; social relations; territoriality

Territorial behavior in three small groups of severely retarded boys was charted in an experimental dayroom using a time-sampling procedure. All boys in all groups which were studied showed territorial behavior. This territorial behavior was also relatively resistant to verbal punishment procedures which were effective with other behaviors. Territoriality may thus be of considerable importance to these retarded persons and may be a crucially adaptive, although primitive, form of social organization for them. (Author)

ABSTRACT 41048

EC 04 1048 ED N.A.
Publ. Date Jul 71 8p.
Martin, Garry L. and Others
An Operant Analysis of Response Interactions During Meals with Severely Retarded Girls.
EDRS not available
American Journal of Mental Deficiency; V76 N1 P68-75 Jul 1971

Descriptors: exceptional child research; mentally handicapped; custodial mentally handicapped; eating habits; behavior change; reinforcement; self care skills

A program was developed in which undergraduates served as operant conditioners on a short-term basis to treat undesirable mealtime behaviors of four severely retarded, institutionalized girls. The students recorded for each subject the relative frequencies of slopping food, yelling, playing with utensils, and eating with hands. The mechanics of the student participation are described, and data pertinent to the following questions are presented: Is it most efficacious to eliminate slopping by giving social approval for instances of nonslopping, or by presenting a time-out for slopping? How does eliminating slopping affect the relative frequencies of the other undesirable responses for which no specific contingencies were programed? (Author)

ABSTRACT 41381

EC 04 1381 ED N.A.
Publ. Date Feb 72 4p.
Davis, William E.
Responsibilities of the Educator in Programming for the Severely and Profoundly Retarded.
EDRS not available
Training School Bulletin; V68 N4 P217-20 Feb 1972

Descriptors: mentally handicapped; custodial mentally handicapped; institutionalized (persons); teacher role; educational planning; administrator role

With the trend toward an increasing percentage of severely and profoundly retarded individuals in residential institutions for the mentally retarded, the role of the educator in regard to programing for these residents is seen to need examination. The article attempts to consider some of the problems involved in this area, their possible causes, and recommendations for correction. (Author)

ABSTRACT 41382

EC 04 1382 ED N.A.
Publ. Date Feb 72 6p.
Smeets, Paul M.
The Effects of Various Sounds and Noise Levels on Stereotyped Rocking of Blind Retardates.
EDRS not available
Training School Bulletin; V68 N4 P221-6 Feb 1972

Descriptors: multiply handicapped; mentally handicapped; aural stimuli; behavior patterns; visually handicapped; institutionalized (persons); research projects; noise levels; perseveration

The effects of the noise (dB) level, the type, and the duration of auditory stimuli on the rate of stereotyped rocking of blind, institutionalized retardates were investigated. It appeared that stereotyped rocking was subject only to experimental manipulation of noise (DB). There was a decrease in body rocking when the noise level was increased (dB). There was a decrease in body rocking when the noise level was increased from 30 dB to 60 dB. The rate of body rocking increased, however, when the noise level increased from 60 dB to 90 dB. As the results did not fully support either the arousal or the deprivation hypothesis, an interaction hypothesis was suggested. (Author)

ABSTRACT 41383

EC 04 1383 ED N.A.
Publ. Date Feb 72 4p.
Tweedie, David
A Method of Audiologial Screening with the Severe to Profound Mentally Retarded.
EDRS not available
Training School Bulletin; V68 N4 P227-30 Feb 1972

Descriptors: mentally handicapped; custodial mentally handicapped; screening tests; auditory tests; test validity; aural stimuli

It is noted that previous attempts to administer a hearing screening for severe to profound retardates have resulted in limited successes. In the study 45 mentally retarded individuals were screened for hearing acuity by behavioral responses to auditory environmental stimuli. The use of the described procedure proved to be a useful screening method with this population. (Author)

ABSTRACT 41723

EC 04 1723 ED N.A.
Publ. Date Apr 72 5p.
Bolton, Brian
A Profile of the Multiply Handicapped Deaf Young Adult.
EDRS not available
Journal of Rehabilitation of the Deaf; V5 N4 P7-11 Apr 1972

Descriptors: exceptional child education; multiply handicapped; aurally handicapped; individual characteristics; adolescents

The detailed profile of the multiply handicapped deaf adolescent is based on a sample from a rehabilitation center for multiply handicapped deaf persons and is divided into demographic, developmental, family, parental education, achievement, and vocational data categories. The descriptive statistics indicate that the multiply handcapped deaf person is characterized by severely limited communication skills, low academic achievement levels, emotional immaturity, secondary disabilities, and poor vocational preparation.

ABSTRACT 41750

EC 04 1750 ED N.A.
Publ. Date 72 15p.
Campbell, Magda and Others
Klinefelter's Syndrome in a Three-Year-Old Severely Disturbed Child.
EDRS not available
Journal of Autism and Childhood Schizophrenia; V2 N1 P34-48 Jan/Mar 1972

Descriptors: exceptional child education; multiply handicapped; psychopathology; case studies; mentally handicapped; speech handicapped; Klinefelter's syndrome

A case study of a 3-year-old boy, said to be the youngest known Klinefelter patient (47 XXY) with severe psychopathology, mental retardation, and speech disorder is presented and discussed. The possibility of childhood schizophrenia was raised and a diagnosis of emotional disturbance formulated by other specialists on the basis of the child's stressful home environment. Pertinent psychiatric observations and laboratory findings are detailed and the interplay of environmental and biological factors related to the final diagnosis of Klinefelter's syndrome with borderline to mild retardation, dysarthria and a superimposed withdrawing reaction of childhood. The importance of complete diagnostic work up, including cytogenetic studies, for retarded and/or severely disturbed children of preschool age is emphasized. Such studies showed sex chromosome anomalies in two out of 25 patients consecutively admitted to a psychiatric hospital nursery. (Author)

ABSTRACT 41801

EC 04 1801 ED N.A.
Publ. Date Mar 72 10p.
Neate, Dorothy M.
The Use of Tactile Vibration in the Teaching of Speech to Severely and Profoundly Deaf Children: An Interim Report.
EDRS not available
Teacher of the Deaf; V70 N412 P137-46 Mar 1972

Descriptors: exceptional child education; aurally handicapped; tactual perception; language instruction; speech improvement; teaching methods; deaf

The article describes the development of work in a school for the deaf to investigate the use of tactile vibration in the teaching of speech to severely and profoundly deaf children. It suggests that this is useful in improving the rhythm of speech, in helping young deaf children to vocalise, and in helping some pupils to use their limited residual hearing to better advantage. While it is not claimed that the results obtained are in any way revolutionary, it is suggested that it is a

Learning at Moderate and Severe Levels of Preliterate Mental Retardation.
Gothenburg School of Education, Sweden
EDRS mf,hc

Descriptors: mentally handicapped; cognitive ability; trainable mentally handicapped; intelligence level; sight vocabulary; factor structure; research projects; reading ability

In order to study the signal-sight reading learning and the factor structure of intellectual abilities at preliterate moderate and severe levels of mental retardation (IQ 25-55), a test battery of items covering six hypothetical factors was constructed and administered to 80 preliterate mentally retarded subjects. The four factors extracted through factor analysis were called perceptual, memory-quantitative, psychomotor, and verbal-general. Analysis of the relationship between a learning variable (social sight learning) and intellectual factors showed that the perceptual factor had the highest positive correlation with the learning variable. Next highest correlations were found in the memory-quantitative and verbal factors. It was concluded that the findings agreed with those of previous factorial studies in showing that the one-dimensional IQ description of intelligence is not adequate to characterize the intellectual ability structure even on preliterate levels in the mentally retarded, since it is possible even on this level to secure a differentiated factor structure. (Author/KW)

ABSTRACT 40992

EC 04 0992 ED 058 682
Publ. Date Aug 70 30p.
Fassler, Joan; Bryant, N. Dale
Task Performance, Attention and Classroom Behavior of Seriously Disturbed, Communication-Impaired, Autistic-Type Children under Conditions of Reduced Auditory Input. Interim Report.
Columbia University, New York, New York, Research And Demonstration Center for the Education of Handicapped Children
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf,hc
OEG-2-7-070701-4249
BR-422001

Descriptors: exceptional child research; autism; attention span; performance factors; aural stimuli; emotionally disturbed; psychotic children; communication problems; class activities

This study investigated attention and performance on simple tasks as well as classroom attention of seriously disturbed, communication-impaired, autistic-type children under conditions of reduced auditory input (using ear protectors) and under conditions of normal auditory input (using a placebo device). Under ear protector conditions, there was a significant increase in the amount of attention given to most of the tasks and there was significant improvement in performance on two of five tasks. In addition; teacher ratings indicated a significant improvement in classroom attention under ear protector conditions. It was concluded that a significant number of autistic-type children do improve in classroom attention and show some gains in attention and performance on certain tasks under conditions of reduced auditory input. (Author)

ABSTRACT 40993

EC 04 0993 ED 058 683
Publ. Date Jan 71 21p.
Fassler, Joan; Sweeney, Eleanor
Performance and Classroom Behavior of Seriously Disturbed, Verbally Communicative, Psychotic-Type Children under Conditions of Reduced Auditory Input. Interim Report.
Columbia University, New York, New York, Research And Demonstration Center for the Education of Handicapped Children
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf,hc
OEG-2-7-070701-4249
BR-422001

Descriptors: exceptional child research; psychotic children; attention span; performance factors; aural stimuli; emotionally disturbed

This study investigated the classroom attention as well as performance on simple tasks of seriously disturbed, psychotic-type, verbally communicative children under conditions of reduced auditory input (using ear protectors) and under conditions of normal auditory input (using a placebo device). No significant difference was found in either task performance or classroom attention under the ear protector as compared with the placebo condition. However, the data did indicate that those subjects who appeared to improve in classroom attention under ear protector conditions were subjects who exhibited serious language disorders, and it was suggested that this finding might merit further consideration. (Author)

ABSTRACT 41009

EC 04 1009 ED N.A.
Publ. Date 71 80p.
Mortenson, Ramah
Leave the Light On For Kent.
EDRS not available
Exposition Press, Inc., 50 Jericho Turnpike, Jericho, New York 11753 ($3.50).

Descriptors: exceptional child education; multiply handicapped; cerebral palsy; mentally handicapped; custodial mentally handicapped; mothers; family role; parents

With warmth and candor, a mother recounts both her husband's and her emotions upon learning that their son Kent has cerebral palsy. She relates how the agony and despair of the harsh reality slowly and painfully turned into a feeling of great love and appreciation. Described are her suspicions that something was wrong with the child, the doctor's diagnosis, the painful and necessary physical therapy, emergency trips to the hospital for Kent's sudden convulsions, the additional handicap of severe mental retardation, the boy's extreme dependence on the family, the family role in the joy of Kent's learning any small task, Kent's loving brother and sister, and the family's resulting closer relationship to God and love. (CB)

ABSTRACT 41012

EC 04 1012 ED 058 687
Publ. Date 71 153p.
Ball, Thomas, Ed.
A Guide for the Instruction and Training of the Profoundly Retarded and Severely Multi-Handicapped Child.
Santa Cruz County Board of Education, California
California State Department of Education, Sacramento, Division of Special Education;
California University, Santa Cruz
EDRS mf,hc

Descriptors: exceptional child education; trainable mentally handicapped; multiply handicapped; curriculum guides; curriculum design; mentally handicapped; curriculum planning; California

The guide is intended for teachers of profoundly retarded and severely multiply handicapped children in California. It suggests relevant methodologies and media for such children as well as sample curricula for use in Development Centers for Handicapped Minors and state and private institutions. The major portion of the document consists of instructional plans which provide examples of activities and programs in specific curriculum areas and which are intended as guides to curriculum planning. Major areas covered are ambulation, stimulation, communication, self help skills, imitation, and behavior problems (self destructive behavior, aggression, and blindism). Each instructional plan states objectives, prerequisites, instructional methods, and learning activities, and is followed by a critical commentary identifying strong points and difficulties perceived in the plan. A final section discusses theoretical considerations involved in a philosophy of curriculum planning for Development Centers. (KW)

ABSTRACT 41041

EC 04 1041 ED N.A.
Publ. Date Jul 71 7p.
Paluck, Robert J.; Esser, Aristide H.
Controlled Experimental Modification of Aggressive Behavior in Territories of Severely Retarded Boys.
EDRS not available
American Journal of Mental Deficiency; V76 N1 P23-9 Jul 1971

Descriptors: exceptional child research; mentally handicapped; trainable mentally

conditioning; attention span; learning processes; educable mentally handicapped; trainable mentally handicapped; visual perception

Mildly and severely retarded institutionalized subjects were given a verbal conditioning task consisting of acquisition and reversal phases, and a simple and a complex vigilance task. The severely retarded subjects were slower in response speed than the mildly retarded group in conditioning. They required a larger number of trials to change from acquisition to reversal phase, and from reversal to a re-acquisition and re-reversal phase; this was attributed to their relative immobility of nervous processes. In vigilance, both groups showed similar trends in decrement as a function of time at task. Severely retarded subjects were inferior to mildly retarded subjects in their performance in complex vigilance. False detections did not follow any consistent pattern of decrement in complex vigilance, which required some theoretical explanation. The most remarkable result was obtained by comparing good and poor performers in one vigilance task on performance in the other vigilance task and in conditioning. A direct variation between proficiency in vigilance and conditioning performances was noticed, as also between the two vigilance tasks. These relations were explained in terms of orienting response, which provided a basic link between vigilance and conditioning. (Author)

ABSTRACT 50488

EC 05 0488 ED N.A.
Publ. Date Sep 72 6p.
Dicker, Lois
Dermatoglyphics and Level of Retardation in Down's Syndrome.
EDRS not available
American Journal of Mental Deficiency; V77 N2 P143-48 Sep 1972

Descriptors: exceptional child research; mongolism; physical characteristics; anatomy; intelligence level; mentally handicapped

The frequency of 23 dermal traits of 48 profoundly retarded mongoloid subjects and 51 severely retarded mongoloid subjects (translocated and mosaic mongoloid subjects were excluded from the study) were compared. Two traits, type of the fourth finger line and pattern type in the fourth interdigital area of the left palms, showed significant differences between the two groups, although it could not be ruled out that these were chance findings. The profoundly retarded group was shown to closely resemble other reported Down's Syndrome subjects in frequencies of dermal traits considered characteristic of Down's Syndrome and to differ from frequencies reported in nonretarded subjects for nine of the 10 dermal traits characteristic of Down's Syndrome. (Author/GW)

ABSTRACT 50552

EC 05 0552 ED N.A.
Publ. Date Apr 72 8p.
Brown, Lou and Others
Effects of Consequences on Production Rates of Trainable Retarded and Severely Emotionally Disturbed Students in a Public School Workshop.
EDRS not available
Education and Training of the Mentally Retarded; V7 N2 P74-81 Apr 1972

Descriptors: exceptional child research; trainable mentally handicapped; emotionally disturbed; job skills; behavior change; mentally handicapped; adolescents; young adults; reinforcement; workshops; public schools

Social praise, production charts, and money were used contingently to increase the production rates of 18 retarded and severly emotionally disturbed adolescents and young adults. Results indicated that the systematic manipulation of such consequences did result in differential increases in productivity. Three students reached production rates expected in competitive employment; six students reached production rates in the competitive sheltered workshop range; and nine students remained in the activity center range (10% of competitive production range). A statistical analysis of parts of data suggested that IQ scores were independent of average production rates. (Author/GW)

ABSTRACT 50744

EC 05 0744 ED N.A.
Publ. Date Jul-Sep 30p.
Campbell, Magda and Others
Lithium and Chlorpromazine: A Controlled Crossover Study of Hyperactive Severely Disturbed Young Children.
EDRS not available
Journal of Autism and Childhood Schizophrenia; V2 N3 P234-63 Jul-Sep 1972

Descriptors: exceptional child research; emotionally disturbed; hyperactivity; drug therapy; schizophrenia; childhood; comparative analysis

Reported was a controlled crossover study of the effects of lithium and chlorpromazine on 10 hyperactive, severely disturbed children (3 to 6 years of age) of whom six were schizophrenic and one autistic. Patients were matched for motor activity (hyper- and hypoactivity) and prognosis. More symptoms diminished on chlorpromazine than on lithium. However, improvements were only slight on both, except in one child whose autoaggressiveness and explosiveness practically ceased on lithium (nonblind evaluations). Blind ratings indicated no statistically significant difference between the two drugs as well as absence of statistically significant change from baseline to treatment with either. Lithium diminished the severity of individual symptoms (though not significantly) such as explosiveness, hyperactivity, agressiveness, and psychotic speech. Its effect in adult schizophrenia was compared to responses of schizophrenic children. Also discussed were the relationship of electroencephalograms to clinical improvement and toxicity, and effect of lithium on hyperactivity and aggressiveness. It was suggested that lithium may prove of some value in the treatment of severe psychiatric disorders in childhood involving aggressiveness, explosive affect and hyperactivity. (Author)

ABSTRACT 50965

EC 05 0965 ED 072 575
Publ. Date Jan 72 122p.
Starkovich, Paul
Two-Year Study of Northwest Regional Center's Summer Sessions for Preschool, Rubella, Deaf-Blind Children.
Northwest Regional Center for Deaf-Blind Children, Vancouver, Washington
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf,hc

Descriptors: exceptional child services; multiply handicapped; deaf blind; preschool evaluation; evaluation; program descriptions; summer programs; preschool children; rubella

The report describes the Summer Sessions for Preschool, Rubella, Deaf-Blind Children conducted in 1970 and 1971 by the Northwest Regional Center for Deaf-Blind Children in Vancouver, Washington. The summer programs were primarily designed to evaluate preschool deaf-blind children in a learning and living situation. The report is intended not only to describe the short-term evaluative programs, but also to show how a coordinated program may be organized, administered, and evaluated. Described are program objectives and the learning station concept upon which the program was based. The calendar of events for the 1971 program is included. Detailed are the methods of description and evaluation utilized as well as the process of forming recommendations for the children. Outlined are the objectives and procedures of the five learning stations (specialized areas of training and evaluation), which focused on communication skills, experience training, self- help skills, physical development, and social skills. Briefly described are the residential station and medical diagnostic and evaluative services. Recommendations deal with program extensions and improved descriptive and assessment techniques. (KW)

ABSTRACT 51021

EC 05 1021 ED N.A.
Publ. Date Fall 72 6p.
Fidel, Edward A.; Ray, Joseph B.
The Validity of the Revised Objective Perceptual Test in Differentiating Among Nonorganic, Minimally Organic, and Grossly Organic Children.
EDRS not available
Journal of Special Education, V6 N3 P279-84 Fall 1972

Descriptors: exceptional child research; learning disabilities; neurologically handicapped; minimally brain injured; physically handicapped; cerebral palsy; test validity; diagnostic tests; Bender-Gestalt Test; Revised Objective Perceptual Test

Studied was the validity of the Revised Objective Perceptual Test (OPT) in discriminating among 40 normal and 60 neurologically handicapped (40 minimally

valuable additional technique and worthy of more attention than it appears to be receiving in this country at present. It is stressed that it is not advocated as a technique with those children who have a considerable amount of residual hearing which they are already using effectively.

ABSTRACT 41983

EC 04 1983 ED N.A.
Publ. Date Jun 72 3p.
Abramson, Edward E.; Wunderlich, Richard A.
Dental Hygiene Training for Retardates: An Application of Behavioral Techniques.
EDRS not available
Mental Retardation; V10 N3 P6-8 Jun 1972

Descriptors: exceptional child research; custodial mentally handicapped; dental health; hygiene; self care skills; mentally handicapped; behavior change; training techniques

Behavioral techniques were used to train nine severely retarded boys to brush their teeth. Discrimination training was used to teach the boys to choose the box that contained their toothbrush and toothpaste. Modeling and reinforcement of successive approximations were used to teach the boys to apply toothpaste to their toothbrush, and to engage in appropriate brushing behaviors. A comparison of pre- and post-program performance yielded highly significant results. Suggestions for using similar techniques to train retardates to perform personal hygiene tasks are offered. (Author)

ABSTRACT 42060

EC 04 2060 ED N.A.
Publ. Date 72 4p.
Lemke, Haru; Mitchell, Robert D.
Controlling the Behavior of a Profoundly Retarded Child.
EDRS not available
American Journal of Occupational Therapy; V26 N5 P261-4 Jul/Aug 1972

Descriptors: exceptional child research; mentally handicapped; custodial mentally handicapped; eating habits; behavior change; operant conditioning; reinforcement

A 12-year-old profoundly retarded, self-abusive and assaultive child who did not feed himself was motivated to feed himself and modify undesirable responses within 8 days. Training took place during mealtime using bites of his meal as a reinforcer. (Author)

ABSTRACT 42467

EC 04 2467 ED N.A.
Publ. Date Sum 72 7p.
O'Brien, F. and Others
Training Profoundly Retarded Children to Stop Crawling.
EDRS not available
Journal of Applied Behavior Analysis; V5 N2 P131-7 Sum 1972

Descriptors: exceptional child research; mentally handicapped; trainable mentally handicapped; transportation; behavior change; early childhood

Many profoundly retarded children continue to crawl even though they can walk. Crawling and walking were viewed as two alternative response modes, both reinforced by movement. Children choose the one mode that is easier and faster for them. A training program was designed to increase the ease and speed of walking relative to that of crawling, and consisted of restraint-for-crawling and priming-of-walking. With the program, four retarded children reduced crawling and began to walk instead. When training was discontinued, two children with moderate walking impairment continued to walk rather than crawl; Two children with severe impairment of walking, however, required the occasional use of the restraint procedure to maintain walking as the dominant mode of locomotion. The program was easily administered, required little time, and was effective for all four children. (Author)

ABSTRACT 42531

EC 04 2531 ED N.A.
Publ. Date May 72 7p.
Herriot, Peter
The Effect of Order of Labelling on the Subjective Organization and Clustering of Severely Retarded Adults.
EDRS not available
American Journal of Mental Deficiency; V76 N6 P632-8 May 1972

Descriptors: research projects; mongolism; identification; memory; retention; mentally handicapped; handicapped

Multitrial free recall tasks were presented to 40 retarded adult subjects, 20 mongoloid subjects and 20 nonmongoloid subjects. The material consisted of six simultaneously presented pictures. In the first experiment, the items were apparently unrelated, so the measure of organization employed was subjective organization (SO). There were two conditions: labelling was forced either in the order of the previous recall phase (LARC) or in random order (LARA). Each subject underwent two experimental sessions, each employing different items. There was an overall Conditions effect, with LARC leading to greater SO than LARA. In the second experiment the effect of the same 2 conditions on the clustering (CL) of related items was observed. An overall Conditions effect was found, with LARA resulting in more CL than LARC. However, a Groups X Conditions X Days interaction revealed that the Conditions effect obtained for the mongoloid subjects only on Day 2 and for the nonmongoloid subjects only on Day 1. It was concluded that forced labelling has different effects on the two measures, indicating that they index different processes. (Author)

ABSTRACT 42535

EC 04 2535 ED N.A.
Publ. Date May 72 10p.
Bry, Peter M.; Nawas, M. Mike
Is Reinforcement Necessary for the Development of a Generalized Imitation Operant in Severely and Profoundly Retarded Children?
EDRS not available
American Journal of Mental Deficiency; V76 N6 P658-67 May 1972

Descriptors: exceptional child research; trainable mentally handicapped; operant conditioning; reinforcement; theories; mentally handicapped; behavior change

Utilizing two severely retarded children, an experiment was conducted to determine if a generalized imitation operant can be developed without extrinsic reinforcement, as the stimulus-stimulus viewpoint argues, or if it is essential as the stimulus-response (S-R) view asserts. The results favored the latter theory, but not without reservations. The experiment was replicated on two profoundly retarded children yielding virtually the same, albeit more pronounced, results supporting the S-R viewpoint. (Author)

ABSTRACT 42552

EC 04 2552 ED N.A.
Publ. Date Jul 72 6p.
Tramontana, Joseph
Social Versus Edible Rewards as a Function of Intellectual Level and Socioeconomic Class.
EDRS not available
American Journal of Mental Deficiency; V77 N1 P33-8 Jul 1972

Descriptors: exceptional child research; mentally handicapped; lower class; positive rewards; intelligence level; multiply handicapped; disadvantaged youth; socioeconomic status

The relative effectiveness of social rewards, edible rewards, and a no consequence condition was studied by means of a balanced design in which 36 middle class and 36 lower class Caucasian children performed under each of three reward conditions. Within each of these two socioeconomic classes, the subjects were further divided according to intellectual level into three groups (average, mildly retarded, and severely retarded). Social rewards were not significantly less effective for retarded subjects than for average subjects on the marble-dropping task used in the study although there was a trend in that direction. Praise had less reinforcing value than did candy on the performance of the severely retarded subjects but the difference dissipated as intellectual level increased. Candy was the more effective reinforcer regardless of intellectual level. There were no differential reward effects related to socioeconomic class membership. A significant treatment order effect was discussed along with suggestions for an extension of the present study using more discrete socioeconomic groups. (Author)

ABSTRACT 42714

EC 04 2714 ED N.A.
Publ. Date Nov 70 7p.
Das, J. P.
Vigilance and Verbal Conditioning in the Mildly and Severely Retarded.
EDRS not available
American Journal of Mental Deficiency; V75 N3 P253-9 Nov 1970

Descriptors: exceptional child research; mentally handicapped; verbal operant

and education of the child with spina bifida. Some of the areas considered in the chapter about the deaf child are the need for understanding, the detection of hearing losses, the psychological effects of deafness, emotional development, language development, language training, manual methods of communication, and schooling. Assessment of mental ability, family attitudes, residential care, and educational methods are among the subjects considered in the chapter on the blind child. Aspects of the autistic child discussed include management and training at the Belmont Hospital Children's Units, social and emotional development, operant conditioning, and methods of teaching. The final chapter on the handicapped child in the family and community examines the multiply handicapped child and family and community care. (DB)

organic and 20 grossly organic cerebral palsied) children between 5 and 10 years of age. The lack of a reliable scoring system for the Bender-Gestalt test was seen to have led to the construction of the Revised OPT test. Findings indicated that the Revised OPT differentiated normal from handicapped children and minimally impaired from grossly impaired children. Advantages of the Revised OPT used in conjunction with the Bender-Gestalt were said to include objective scoring, ease of administration, and a high degree of validity. (DB)

ABSTRACT 51029

EC 05 1029 ED 072 580
Publ. Date Jun 72 358p.
Brown, Lou, Ed.; Sontag, Ed, Ed.
Toward the Development and Implementation of an Empirically Based Public School Program for Trainable Mentally Retarded and Severely Emotionally Disturbed Students. Part II.
Madison Public Schools, Wisconsin Department of Specialized Educational Services
EDRS mf,hc

Descriptors: exceptional child education; trainable mentally handicapped; emotionally disturbed; academic achievement; mentally handicapped; educational programs; program development; public schools; program description; home economics; vocational education; Daily Living Skills

Collected are 31 articles on public school educational activities for the trainable mentally handicapped or the severely emotionally disturbed student in the areas of academic skills, home living skills, and prevocational training. Most of the papers are said to have been written by classroom teachers. Three articles present an overview which includes a discussion of behavioristic task analysis. Fourteen articles consider techniques of teaching academic skills and include skills such as basic spelling, reading a menu, time telling, and arithmetic computation. The teaching of home living skills is examined in eight articles and includes skills such as using a kitchen stove, preparing toast, using a cooking oven, and reading a basic grocery list. The final section, consisting of six papers, on prevocational training considers topics such as the use of fund raising materials to teach prevocational skills to retarded students and the teaching of retarded students to package golf tees in the absence of customary production supports. (DB)

ABSTRACT 51035

EC 05 1035 ED N.A.
Publ. Date Jan 73 6p.
Falk, Rena E. and Others
Partial Trisomy of Chromosome 11: A Case Report.
EDRS not available
American Journal of Mental Deficiency; V77 N4 P383-88 Jan 73

Descriptors: exceptional child research; multiply handicapped; mentally handicapped; custodial mentally handicapped; physically handicapped; medical case histories; genetics; medical research

A case of partial trisomy of the short arms of chromosome number 11 resulting in profound retardation and multiple physical defects was confirmed by means of fluorescent karyotyping of the chromosomally balanced carrier father. Despite four pregnancies the parents failed to produce any living normal children which suggested selection for the unbalanced chromosomal complement, resulting in partial trisomy or monosomy. (Author)

ABSTRACT 51071

EC 05 1071 ED N.A.
Publ. Date Feb 73 5p.
Azrin, N. H.; Armstrong, P. M.
The 'Mini-Meal'--A Method for Teaching Eating Skills to the Profoundly Retarded.
Mental Retardation; V11 N1 P9-13 Feb 73

Descriptors: exceptional child research; mentally handicapped; custodial mentally handicapped; handicapped; eating habits; training techniques; operant conditioning; reinforcement

Reported was an experimental training program to teach eating skills to 11 profoundly retarded (average IQ 15) institutionalized adults by means of reinforcement principles applied to three 15 minute mini meals daily. Eighteen rules such as graduated guidance and positive practice were given as the principles of the training procedure. All 11 of the residents were reported to have met criteria for proper eating habits in an average of 5 training days and continued to eat properly under a limited motivational program. (DB)

ABSTRACT 51245

EC 05 1245 ED 073 591
Publ. Date Aug 72 10p.
Webb, Ruth C. and Others
Evaluating the Sensory-Motor Bases of Behavior in the Profoundly Retarded.
EDRS mf,hc

Descriptors: exceptional child education; custodial mentally handicapped; testing; motor development; perceptual motor coordination; mentally handicapped; test interpretation; Glenwood Awareness, Manipulation, and Posture Index, Number One

Discussed are the theoretical background and evaluation procedures of the Glenwood Awareness, Manipulation, and Posture Index Number One, an instrument for measuring the sensory-motor bases of behavior in the profoundly retarded. The authors maintain that, by using the processes of recognition, interaction, and mobility as criteria for the developmental levels of awareness, manipulation, and posture, it becomes possible to assess reception of sensory stimuli and development of recognition processes separately from the assessment of fine and gross motor skills and mobility skills. Described are items of the Awareness Scale which elicit defensive reactions to aversive stimuli, entice the child to draw closer to pleasurable sensations, and evaluate the child's ability to combine memory of past events with the stimulus of the moment. The Manipulation Scale is designed to appraise a child's inclination to handle objects spontaneously, to respond to gestured and spoken commands, and to communicate needs and desires through language (with or without words). The Posture Scale is said to evaluate ability to maintain a secure position in space in both stationary and movement states. It is noted that the test is without statistical validation, but that it has been helpful in identifying children who are alert but lack the motor capacity to express that alertness. (GW)

ABSTRACT 51404

EC 05 1404 ED N.A.
Publ. Date 72 203p.
Bowley, Agatha H.; Gardner, Leslie
The Handicapped Child; Educational and Psychological Guidance for the Organically Handicapped. Third Edition.
EDRS not available
Williams and Wilkins Company, 428 East Preston Street, Baltimore, Maryland 21202 ($8.25).

Descriptors: exceptional child education; handicapped children; cerebral palsy; minimally brain injured; deaf; blind; autism; incidence; etiology; therapy; Spina Bifida

Presented in the book are facts and findings concerning six types of handicapped children: the child with cerebral palsy, the child with brain damage, the child with spina bifida, the deaf child, the blind child, and the autistic child. The philosophy of the authors stresses love, understanding, and help for handicapped children who are seen to have the right to develop their abilities to optimum levels. Each chapter on a type of handicap considers incidence, causes, and lists relevant organizations, literature, and references. Among other topics considered in the long chapter on the child with cerebral palsy are types of cerebral palsy, additional handicaps such as epilepsy and visual defects, intellectual impairment, learning difficulties, special tests for the severely handicapped, varieties of therapy, and education. The child with brain damage is discussed in terms of behavior and learning patterns, perceptual motor impairments, emotional instability, language disorders, and a pilot study of assessment and educational work. The next chapter describes the condition, treatment, incontinence management, skin sensitivity, intelligence,

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